

New York State College of Human Ecology

Administration

Jerome M. Ziegler, dean
 Nancy Saltford, associate dean; assistant director,
 Cornell University Agricultural Experiment Station
 Lucinda A. Noble, associate dean; director of
 Cooperative Extension
 Carol L. Anderson, associate director of Cooperative
 Extension
 Nancy S. Meltzer, assistant dean for administrative
 services
 Lois S. Post, director, alumni affairs and development
 William H. Gauger, assistant dean, undergraduate
 education and student services
 Brenda Bricker, director, Admissions Office
 Peggy Anne Frazer, director, international program
 Joyce McAllister, registrar
 Clarence H. Reed, director, special educational
 projects
 Timothy K. Stanton, director, Field Study Office
 Lynne M. Wiley, director, placement office
 Nevart Yaghlian, director, counseling office

Facilities

The College of Human Ecology is housed in Martha Van Rensselaer Hall. The Division of Nutritional Sciences, an intercollege division supported jointly by this college and the College of Agriculture and Life Sciences, has space in Savage Hall and in Martha Van Rensselaer Hall.

The physical plant includes administrative offices, faculty offices, classrooms, auditoriums, and lecture halls; wet chemistry and biochemistry laboratories for nutrition, food science, and textile science; household equipment laboratories; experimental food laboratories; design studios; woodworking shops; a children's creative art laboratory; experimental observation rooms with one-way vision screens and sound-recording equipment; educational television studios and a printing and reproduction facility. Also included are learning resource centers (human development and family studies, home economics education, interior and product design, nutritional sciences), a historical costume collection, a human metabolic research unit, research animal facility, cold rooms, a constant temperature and humidity laboratory, and an experimental nursery school.

Specialized equipment for teaching and research includes biochemical and chemical instruments for spectroscopy, chromatography, radioisotope analysis, electrophoresis, microscopy and ultracentrifugation, physical testing equipment such as an Instron, and cameras, videotape, and sound-recording equipment.

Degree Programs

	Degree
Consumer Economics and Housing	B.S.
Design and Environmental Analysis	B.S.
Human Development and Family Studies	B.S.
Human Service Studies	B.S.
Nutritional Sciences	B.S.
Social Planning and Public Policy	B.S.
Individual Curriculum	B.S.

Consumer Economics and Housing

Increasing concern with the welfare of the consumer in society is evident at all levels of government and in private industry. The Department of Consumer Economics and Housing (CEH) offers students an opportunity to focus on social and economic policies affecting individuals and families. The program encourages an understanding of economics and sociology, particularly as they relate to the consumption of both privately and publicly supplied goods and services. Students who complete their undergraduate work in this department are well prepared for a variety of positions within a developing field of consumer-related work.

Interdepartmental Major in Social Planning and Public Policy. The Department of Consumer Economics and Housing participates in the Interdepartmental Major in Social Planning and Public Policy with the Department of Human Service Studies. In this major the students acquire knowledge and skills to assess local and regional needs and to develop, implement, and evaluate policies and plans for meeting those needs, and learn to work as professionals in state and local agencies. The major is described following these departmental descriptions.

Options

Two options are offered to undergraduates majoring in the department: consumer economics or housing. Either provides excellent preparation for employment in government, business, and continuing education programs such as Cooperative Extension. The major also provides an excellent undergraduate foundation for further studies in law, economics, and business.

In addition to courses to be taken within the department, each option presents alternatives for the thorough development of a related interest.

Option I: Consumer Economics

Consumer economics is concerned with the economic behavior and welfare of consumers in the private and public sectors of the economy: how consumers allocate their scarce resources, especially time and money. This option requires an understanding of the market economy, of consumers' rights and responsibilities and of household production, consumption, and management. Graduates may choose to work in government agencies providing consumer services, in business and industry, or in consumer-related community programs.

Option II: Housing

Housing, a major societal problem, is studied through an interdisciplinary approach that includes sociology and economics. The sociological approach considers the interplay between housing demand and population trends, analyzing such contemporary issues as residential segregation and population mobility. The economics of housing familiarizes the student with the operations of the housing market, including supply and demand, production and consumption, and finance. The role of federal, state, and local governments in designing and implementing housing policies is scrutinized. Careful analysis and evaluation of housing research are stressed.

Academic Advising

The CEH major is flexible and allows individual program planning. All students majoring in consumer economics and housing are assigned a faculty adviser by the advising coordinator. The earlier a student decides to major in the department, the greater the opportunity to develop a program that will

meet individual educational or career goals. Transfer students are urged to discuss their plans with a faculty adviser as soon as possible.

All faculty members serve as advisers. If a student wishes, he or she may select an adviser and, work loads permitting, the choice will be approved. Talking with the advising coordinator in the department can help match the student's needs with the special interests of a faculty member. Students are free to change advisers at any time. An appointment to talk with either an adviser or the advising coordinator, Ramona Heck, may be made directly with the faculty member or through the secretary in 116 Martha Van Rensselaer Hall. Although advisers must sign the green schedule card during course enrollment each term, it is the student's responsibility to keep track of his or her courses and to make sure that the program meets graduation requirements for the major and the college.

Design and Environmental Analysis

The Department of Design and Environmental Analysis (DEA) is concerned with creating, selecting, and changing the quality of our near environment. The near environment begins with the individuals and encompasses the areas they occupy as they move about in work and leisure activities, at home and away from home. The program of the department emphasizes the interaction between environments and people: the needs of individuals, families, and other groups as they affect and are affected by the space, objects, and materials around them.

Options are based on subject matter in:

- 1) *Design*—the manipulation of form, space, and color to solve aesthetic and functional problems;
- 2) *The physical sciences*—the chemical, physical, and structural properties of materials such as textiles, and plastics; and
- 3) *The social sciences*—psychological, sociological, and managerial analyses of our relationship to the physical environment.

Diverse faculty backgrounds and teaching approaches lead to multidisciplinary problem solving and development of creative abilities, aesthetic judgment, and analytical thinking of students.

Laboratory and studio facilities permit exploration of textiles and other materials, and design concepts through analytical and creative problem-solving techniques. The relationship between humans and their surroundings is explored through a combination of academic courses, field experience, and applied research. Examples of student class projects, faculty work, and items from the Cornell Costume Collection are frequently on display in the department's galleries and exhibit case. The DEA Resource Center includes books, journals, materials samples, and self-instructional videotapes for student use. Items from the Costume Collection are made available to students as necessary for classroom and special study projects.

Options

The department offers undergraduate education in four professional areas: interior and product design, apparel design, textiles, and human-environment relations.

To take full advantage of the course sequences, it is important to select an option as early as possible. This is particularly true in the design options that specify more credits in the major fields than do the other two options. Transfer students in the two design options or the textiles option may need one or two extra semesters to complete the program.

Option Ia: Interior and Product Design

This option prepares students for professional careers in the planning and design of interior spaces and associated products. The program emphasizes a problem-solving approach based upon knowledge of buildings and their associated systems, furnishings and interior products, human environment relations, and design principles. Some students combine this program with option III.

Careers are available in interior design and space planning, interior architecture, facility planning, interior product design, housing, and building technology. This program also serves as an excellent preparation for graduate study in interior design, facility management, architecture, and product design.

Option Ib: Apparel Design

The option in apparel design focuses on both aesthetic and functional considerations in the design of body coverings. The program emphasizes a problem approach that enables the student to integrate knowledge of design, human-environment relations, and textiles to the apparel design process. Some students combine this option with option II. The program also serves to prepare students for graduate study in apparel design and textiles and clothing.

Graduates have found challenging employment in the textile and apparel industries, in independent and government-sponsored research projects, and in community organizations.

Option II: Textiles

Students explore the chemical and physical structures and properties of textiles, textile products, and other materials and consider the requirements for using these materials in the near environment. Supporting courses are found in physical sciences, design, human-environment relations, and consumer economics and housing. Some students combine this option with option Ib. The program gives excellent preparation for graduate study in many fields, including textile science and technology, business, public policy, consumer affairs, and apparel design.

Careers are available in the fiber and textile industries, government, and education. Recent graduates are active in new product development and evaluation, research, technical marketing services, consumer information, and product safety.

Option III: Human-Environment Relations

Human-environment relations is an applied behavior science program. It is a field that seeks to expand our understanding of how the environment affects human perception, cognition, motivation, performance, health, safety, and social behavior such as cooperation, conflict, and friendship formation. Its applied orientation stresses using knowledge about human behavior as a basis for designing and managing settings that support both individual and organizational objectives. Some students combine this option with option Ia. This program is a good preparation for graduate study in environmental psychology, environmental sociology, human factors, architecture, interior design, landscape architecture, and city and regional planning. The program also serves to prepare students for entry-level positions in facility planning and management departments in large public and private organizations and institutions.

Academic Advising

All DEA majors are matched with a faculty adviser during their first semester by the advising coordinator, Anita Racine, 414 Martha Van Rensselaer Hall, or Sue Woodward, Martha Van Rensselaer Hall 3M11, on the mezzanine. Consultation with faculty advisers about future goals, department requirements, sequences of courses, and electives inside or outside the college to meet special needs helps students develop their

programs. Students in options Ia and Ib, especially, must begin early to plan and collect materials for a portfolio of their work, which is necessary for many job interviews and for application to graduate schools. Faculty advisers can recommend what material should be included. Although advisers must sign the green schedule card during course enrollment each term, it is the student's responsibility to keep track of his or her courses and to make sure that the program meets graduation requirements for the major and the college.

Human Development and Family Studies

The programs of the Department of Human Development and Family Studies (HDFS) combine a broad theoretical background in human development and family studies with specialization in a chosen area of interest. Courses encourage students to participate and apply their knowledge. The size and combination of the programs of instruction, public service, and research activities provide diverse opportunities for students to prepare for careers or for graduate study. University teaching and research, social work, medicine, law, and clinical psychology require graduate education. Positions such as research technicians, program assistants, personnel supervisors, youth counselors, and childcare workers may be available to graduates with the bachelor's degree. The department does not offer programs leading to teaching certification at any level.

The Curriculum

During their first two years, students are expected to combine a variety of liberal arts courses with three HDFS core courses: HDFS 115, Human Development: Infancy and Childhood; HDFS 116, Human Development: Adolescence and Youth; and HDFS 150, The Family in Modern Society. This encourages diversity yet ensures a common base for upper level courses in the major. Courses within the department vary from lectures and discussions to research and independent study. All students are required to participate in a laboratory or field setting.

An HDFS major also takes at least one course beyond the introductory level in each of three areas: cognitive development, personality-social development, and family and society. Courses deal with language and learning; individual, social, personality, and cognitive development; the family in its traditional and contemporary forms; and settings for human development outside the home.

People are studied at all levels and stages of life, with emphasis on the years from infancy through adolescence.

Many HDFS majors choose to specialize in specific areas within the field or in combination with other disciplines to prepare for particular careers or for graduate study. Some of these areas require graduate study in related disciplines, for example, psychology, social work, education, sociology, biology.

To help HDFS majors plan their curriculum and define career goals, written descriptions of these areas are being prepared in a booklet called *Pathways*, which will include:

- A description of the specific pathway or field.
- A list of possible vocations and the level of preparation necessary (that is, bachelor's degree or graduate work).
- A suggested list of related course work within HDFS, the College of Human Ecology, and the University.
- Suggestions for helpful resources available in the Ithaca area.

Written descriptions of five pathways are available: adolescence, childhood, family, public policy, and

social-personality development. Pathway descriptions now being written include: adults and aging, atypical development, cognitive development, and life-span development. In addition, information is being compiled on possible combinations of HDFS with other fields to prepare students for careers such as business, law, and health-related areas.

Further information is available at NG14 Martha Van Rensselaer Hall.

Honors Program

The Honors Program leading to a bachelor of science degree with honors in HDFS is designed to provide in-depth research experience for students interested in graduate school, and to challenge students who enjoy and excel in research-oriented activities. Interested students should notify the director of the Honors Program during the second term of their sophomore year, although students may enter at a later date with special permission from the honors director.

A grade point average of 3.5 is recommended for entry into the program, although promising students who lack the grade point average may also apply if they can otherwise demonstrate their potential for honors work. Honors students must take a course in experimental research design before their senior year.

Students spend their senior year working on a thesis under faculty supervision and should complete the project by the end of April. All thesis work *must* be completed by May when the student's oral examination is held. More information is available in the department chairperson's office, NG14 Martha Van Rensselaer Hall.

Academic Advising

Students majoring in HDFS are assigned a faculty adviser by the advising coordinator, Ann Dyckman, NG14 Martha Van Rensselaer Hall. Students are free to change their adviser as their own interests change and should see the coordinator when contemplating a change. *Consultation with a faculty adviser is strongly recommended.* Although advisers must sign the green schedule card during course enrollment each term, it is the student's responsibility to keep track of his or her courses and to make sure that the program meets graduation requirements for the major and the college. Student advisers and special career programs provide additional help for students.

Human Service Studies

The curricula in the Department of Human Service Studies (HSS) prepare students for professional careers in human services. Graduates of the department may want to enter a variety of professions, including teaching home economics, social work, adult health, and community activities. HSS graduates work in schools, social agencies, cooperative extension services, and community development agencies and serve children, youth, the elderly, and families. The range of career opportunities depends both on the option and on electives chosen to meet individual career objectives.

HSS is unique in that it integrates a broad spectrum of studies, offered by several departments and colleges, and focuses them for professional practice in the human services.

All HSS students take three core courses that together provide a base for understanding the community and community services, organizational behavior and group processes, program planning, and research analysis. Regardless of their specific professional goals, students acquire an understanding of the commonalities and differences of related professions and the ways they can collaborate to improve the human condition. Every

student in the department is required to have a supervised field experience directly related to his or her career objectives.

Interdepartmental Major in Social Planning and Public Policy. The Department of Human Service Studies participates in the Interdepartmental Major in Social Planning and Public Policy with the Department of Consumer Economics and Housing. In this major the students acquire knowledge and skills to assess local and regional needs and to develop, implement, and evaluate policies and plans for meeting those needs, and learn to work as professionals in state and local agencies. The major is described following these departmental descriptions.

Options

Two options are available in the department: (1) community and family life education, and (2) social work.

Students who elect the option in community and family life education focus on the educator's role in a variety of organizational settings (schools, cooperative extension, social and government agencies, and business) with learners of all ages. Students may choose to emphasize an area of adult and community education or the teaching of home economics in a school or a nonschool setting. Students who desire to teach home economics in schools (kindergarten through twelfth grade) select a sequence of courses that meet New York State certification requirements.

Students who pursue the accredited social work option are prepared for entry-level jobs in social work and are eligible to apply for a year's advanced standing in graduate schools of social work.

Option I: Community and Family Life Education

This option prepares participants to plan, implement, teach, and evaluate innovative educational programs in formal and informal settings. Students from this option may take positions in cooperative extension, schools, outreach programs (teen-age pregnancy centers, half-way houses, consumer and homemaking programs), local poverty programs, community centers, continuing education centers, and business and government agencies.

Course work combines a liberal education with professional preparation and integrates field-based learning to link theory with practice.

Building on basic courses taken early in the programs, students select an area of concentration based on their interests, background, and professional goals, that permits them to study the relationships between a particular area and individual, family, and community life. With careful planning students often are able to meet the requirements of a second major closely related to the area of concentration and thus widen their career choices.

Faculty advisers help students develop a plan for course work that may include courses from basic disciplines or other departments, tutorials, fieldwork, and research. Plans should be completed by spring course registration during the student's sophomore year.

Students who desire to teach home economics in schools select a sequence of courses that lead to a certificate of qualification for teaching kindergarten through twelfth grade in New York State and many other states. This certificate is exchanged for a provisional certificate when the student takes a home economics teaching position. Permanent certification requires two years of teaching experience and a master's degree. Students who want to qualify for certification in other states or in New York City should investigate the special requirements of each. Most can be met by making careful choices of electives.

Students who plan an emphasis on adult and community education do not need to meet home economics teacher certification requirements, although by careful planning this may be accomplished.

Option II: Social Work

The undergraduate program in social work at Cornell has three major goals: to prepare students for positions in the field that do not require advanced degrees; to prepare students for graduate education in social work; and to contribute to the enrichment of a general college education by helping students understand social welfare needs, services, and issues.

The social-work curriculum is based on the biological and social sciences, the humanities, and three core courses in the department, HSS 202, HSS 203, and HSS 292. These requirements generally are completed during freshman and sophomore years.

Introductory courses in social work HSS 370, Introduction to Social Welfare as a Social Institution and HSS 246, Ecological Determinants of Human Behavior, should be taken in the sophomore year as prerequisites for HSS 471–472, Social-Work Practice, in the junior year. A grade of C+ or better in the introductory courses (HSS 246 and HSS 370) is required to continue in the option.

HSS 471–472, Social-Work Practice, is a year-long methods course that includes fieldwork. Students are placed with agencies within a fifty-mile radius of Ithaca. Students spend Tuesdays and Thursdays in the field and Mondays and Wednesdays on campus in seminars. Students are expected to pay the costs of transportation but the department will reimburse part or all of the travel costs of placements outside the Ithaca area within the limits of its resources. A driver's license is highly desirable. Students must have permission of the instructor to register for HSS 471. Satisfactory work in the field placement and a grade of B– or better is required in HSS 471 for a student to continue with HSS 472.

Accreditation. The social work program is accredited by the Council on Social Work Education. Students who complete all requirements are eligible to apply for advanced standing in graduate schools of social work, or they may seek employment as professional social workers.

Academic Advising

The curricula in HSS are demanding; each of the HSS options requires breadth and depth in several areas. The core courses (HSS 202, HSS 203, and HSS 292) must be taken in the freshman and sophomore years, and prerequisites for each of the options should be completed before the junior year, if possible. (Special provisions are made for junior transfers.) Each student must have a practicum supervised by HSS faculty that is tied directly to his or her professional preparation.

It is important for a student who is interested in majoring in human service studies to declare that major and select an option as early as possible. Once the major is declared, the departmental advising coordinator, Edythe Conway, assigns an adviser from the HSS faculty. A student who is unsure about which option to pursue should talk with a faculty adviser. With judicious planning, opportunity to change options or the major can be built into the program. When an option is changed, the student is reassigned to an appropriate adviser for that program. Although advisers must sign the green schedule card during course enrollment each term, it is the student's responsibility to keep track of his or her courses and to make sure that the program meets graduation requirements for the major and the college.

Nutritional Sciences

See p. 305

Social Planning and Public Policy

The legislative trend in the United States that is moving public policy development from the federal to the state and local levels emphasizes the need for trained personnel in social planning and public policy. The Interdepartmental Major in Social Planning and Public Policy is designed to meet this need. The program is sponsored jointly by the Departments of Consumer Economics and Housing and Human Service Studies.

Students increase their knowledge of (1) the historical development and the current issues in social planning and public policy; (2) the ways policies and plans are formed, implemented, evaluated, and changed; (3) social systems, from the structure and functioning of contemporary society to the dynamics of individual and group behavior; and (4) values that help foster and maintain some policies and plans rather than others.

Students electing this major have opportunities to improve their skills in policy analysis, evaluative research, developing information systems, engaging consumers in the planning and policy making process, and budgeting.

Options

Two options are available in the major; a student selects the one most suited to his or her interests and career plans and completes the necessary requirements. Either option prepares a student for graduate or professional study.

Option I: Social Planning

The option in social planning prepares students for careers in planning the organization and delivery of human services. Social planners are employed in county, regional, and state planning agencies and assist public and private health and social agencies in the design, development, and evaluation of regional and local programs.

Option II: Public Policy

This option is planned for students who are primarily interested in the evaluation of public policy alternatives, especially implications of these policies for consumers and households. Graduates may build careers as researchers or policy analysts in planning departments or other public or private agencies at the local, regional, state, or federal level in areas related to housing, welfare, income and employment, or consumer affairs.

Academic Advising

Faculty advisers whose interest and experience lie in the fields of social planning and public policy are available to counsel students on career goals and to help plan curricula. Although advisers must sign the green schedule card during course enrollment each term, it is the student's responsibility to keep track of his or her courses and to make sure that the program meets graduation requirements for the major and the college.

Advising coordinators Keith Bryant and Alan Hahn will be glad to answer questions about the advising system.

Individual Curriculum

Students in the college who find that none of the major curricula meet their educational objectives may want to investigate designing their own program of study. An individual curriculum must be within the focus of the college and must be better suited to a student's objectives than is an existing major. The individual program must include at least 40 credits in

human ecology courses and may not exceed the normal number of credits allowed in the endowed divisions of Cornell.

Such a program of study should encompass a substantial part of the student's undergraduate education and must include at least three semesters. For this reason, a request to follow an individual curriculum should be made as early as possible and always before the second semester of the junior year.

If objectives meet the requirements, the student should discuss plans with a counselor. If an individual curriculum seems a possibility, Barbara Morse, in the Counseling Office, will help the student formally develop a program.

Special Opportunities

Several special programs allow students to receive academic credit for fieldwork and internship experience; to study in absentia; or to enter particular graduate programs after the junior year.

Human Ecology Field Study

Field study provides opportunities for students to learn by carrying out responsibilities in placement organizations outside the University and by attending group seminars to reflect on that activity. Students are helped to develop a sophisticated framework for thinking about social systems which enables them to draw on a variety of integrated disciplines to solve human problems. This process of integrating theory and practice distinguishes field study from work experience and provides the rationale for granting field study credit.

Each department in the college offers field study opportunities within scheduled courses and through individually arranged field study courses, which emphasize professional exploration or training related to the major. The Field Study Office, 170 Martha Van Rensselaer Hall, offers interdepartmental field-related courses with an interdisciplinary problem-solving approach to social issues.

University Programs

Africana Studies and Research Center

Courses taken in the Africana Studies and Research Center (ASRC) may be used to meet some of the distribution requirements of the college. Up to two courses or 8 credits of such courses may be applied toward the 12 additional credits in natural and social sciences (Section I-C of the graduation requirements) or toward the 9 additional credits in communication, analysis, and the humanities (Section II-B). This allowance is in addition to the Freshman Seminar credits that may be taken in Africana Studies. Other courses taken in the Center count as endowed division electives.

A list of ASRC courses approved to meet distribution requirements or as electives is available in the Counseling Office and in the Office of the College Registrar.

Center for International Studies and Women's Studies

Courses that have been approved by the faculty of the College of Human Ecology for credit are posted on the bulletin board outside the Office of the College Registrar. Other courses offered in these special programs may not be taken for credit unless permission is obtained through petition to the Director of Special Educational Projects.

Dual-Registration Programs

Graduate School of Business and Public Administration

A limited number of highly qualified students from Cornell undergraduate divisions, including Human

Ecology, may be accepted by the Cornell School of Business and Public Administration after their junior years. Students need the approval of the B&PA admissions office and the Director of Special Educational Projects in the College of Human Ecology. Accepted students should be aware that if the B&PA course work taken in their senior year is in excess of the 21 additional credits allowed in the Cornell endowed divisions, they will be charged for the additional credits on a per-credit basis.

Cornell Medical College

A limited number of highly qualified students from three Cornell divisions, including the College of Human Ecology, may be accepted by the Cornell Medical College after the junior year. To be considered for this program, the student must have completed 105 credits toward graduation by the end of the junior year. Students also need to plan ahead to ensure that distribution requirements for the Bachelor of Science degree will be met. Accepted students receive 15 credits toward the B.S. degree from their first year of study at the College of Medicine. Interested students should contact the Health Careers Program office in the Career Center, 14 East Avenue.

Off-Campus Programs

New York State Assembly Internships

A limited number of session internships with the New York State Assembly are available in spring semester to students of sophomore status and above who are enrolled in New York State colleges or universities. Human Ecology students applying to the program through the student's major department. The New York State Assembly also sponsors a summer internship. Further information about internship programs may be obtained through the Field Study Office.

Ithaca College

Full-time undergraduate students at Cornell may petition to enroll in courses at Ithaca College. Students pay regular tuition to Cornell and only special fees to Ithaca College, if any are charged. Students are allowed to register for one course a term and may take no more than 12 credits in four years. Exceptions will be granted to Cornell students enrolled in methods-and-practice teaching courses at Ithaca College.

Cornell students are eligible to register only in Ithaca College courses that are relevant to their program and that do not duplicate Cornell courses. Acceptance of Cornell students into Ithaca College courses is on a space-available basis. Participation in this program is not guaranteed, and Ithaca College has the right to accept or reject students for whatever reason it deems appropriate. The program is available only during the fall and spring semesters.

For further information, contact Joyce McAllister, 146 Martha Van Rensselaer Hall.

Empire State Students

Occasionally a student who is completing requirements for a degree through the Empire State College Program is interested in taking a human ecology course. This can be done by registering through the Division of Summer Session, Extramural Courses, and Related Programs, 105 Day Hall. All rules of the extramural division apply and registrations will be accepted only on a space-available basis and with the written approval of the course instructor.

At the time of registration, Empire State College students provide the extramural division with a completed copy of the Empire State College "Notification of Cross-Registration" form number SA-22, F-031, to verify enrollment in Empire State College.

Such students will be charged 25 percent of the standard extramural tuition per credit. In this case, all the tuition will be retained by the extramural division and none will be returned to the statutory college in which the course is offered. In special situations (such as courses offered in the biological sciences) where it is not clear whether a given course is offered by a statutory or an endowed college, it is the student's responsibility to obtain written verification from the college that the course is a statutory college course entitled to the reduced tuition rate.

Planning a Program of Study

Majors

Each department offers a major, and within most departmental majors there are specific options. The college also offers an interdepartmental major. Selecting a major means choosing one option in one department. Although a student may satisfy the requirements of more than one major option, he or she is officially certified to graduate under only one. (The college urges students who satisfy more than one major or option to make note of this in the credentials they file in the Placement Office and to seek recommendations from faculty associated with the options completed.) Majors include the following options.

Consumer Economics and Housing (CEH): consumer economics, housing

Design and Environmental Analysis (DEA): interior and product design, apparel design, textiles, human-environment relations

Human Development and Family Studies (HDFS): does not have specific options; courses focus on cognitive, personality, and social development; infant through adolescent development; atypical development; and family studies.

Human Service Studies (HSS): community and family life education, social work

Nutritional Sciences (NS): consumer food science, consumer food and nutrition, community nutrition, clinical nutrition, nutritional biochemistry. (By careful planning, students may also meet the minimum academic requirements of the American Dietetic Association.)

Interdepartmental Major in Social Planning and Public Policy (ID-SPPP): social planning, public policy

Individual Curriculum: It is possible to develop an individual program of study if none of the above programs fit particular educational and career objectives.

Changing Majors

Because any student's interests and goals may change as new options emerge, the college provides ways for students to change their majors. When a declared major no longer seems to meet a student's educational goals a counselor or faculty adviser may be able to point out alternatives. If the student decides to make a change, a change-of-major form (available from the Office of the College Registrar, 146 Martha Van Rensselaer Hall), ensures that the change is sent to the department in which the student wishes to major so an adviser can be assigned to the student.

Completing a Major

A summary of record is kept for each student in the Office of the College Registrar. At fall registration each continuing student receives a copy showing which major and graduation requirements have already been met. It is important to check this summary and to bring any questions to the attention of staff members in the Office of the College

Registrar. Although a student may complete the requirements of more than one major, he or she is officially certified to graduate under only one.

Electives

Students have individual objectives in choosing courses beyond the minimum requirements of the major. The University is diverse; the departments, centers, and special programs numerous; the fields of study almost unlimited. Counselors and department advisers are available to discuss which courses may interest students and round out their educations.

Students should consult the index of this Announcement for information on where different subjects are taught in the University. Some subjects are taught in more than one division of the University.

Foreign Language Study and Placement

Students who studied a foreign language before coming to Cornell and who want to continue must take either the CEEB achievement test in that language or a departmental language placement test. The latter is given during orientation week in September and again in December, January, and May. Students in human ecology who plan to work with non-English-speaking people in this country or overseas often find it necessary to be proficient in another language. For more detailed information, see the Advanced Placement of Freshmen section.

Graduation Requirements

To graduate, students need:

- 1) to meet college credit and distribution requirements,
- 2) to complete the requirements for a major,
- 3) a cumulative average of 1.7 (C-) or better,
- 4) to fulfill residency requirements, and
- 5) to fulfill the physical education requirement.

College Requirements

These are the general areas of study and specific courses and credits required of every student in the college.

I. Natural and Social Sciences (24 credits)

- Natural sciences* (6 credits) selected from Biological Sciences 101–103, 102–104, 102–208, 105–106, 109–110; Chemistry 103–104, 207–208, 215–216; or Physics 101–102, 112, 201, 207–208. Biological sciences courses must be taken sequentially.
- Social Sciences* (6 credits) selected from economics (including CEH 110, 111, but excluding Agricultural Economics 221 and 310; psychology (including Education 110, 311, 317, and HDFS 115, 116, 117); sociology (including rural sociology, CEH 148, and HDFS 150 and 307). Do not take Economics 101 and CEH 111; Economics 102 and CEH 110; or Psychology 101 and Education 110; they are equivalent courses.
- Additional credits* (12 credits) selected from any subjects listed above or with courses in anthropology (except archaeology); Astronomy 102; biochemistry; microbiology; genetics and development; Geological Sciences 101; and government.

II. Communication, Analysis, and the Humanities (15 credits)

- Freshman Seminars* (6 credits) selected from courses listed in the Freshman Seminar brochure, which may be obtained at 260 Goldwin Smith Hall.

- Additional credits* (9 credits) selected from art; communication arts; comparative literature; computer science; drawing; English; ancient or modern foreign languages; history; history of art; history of architecture; mathematics; music; Natural Resources 407; philosophy; statistics (students should not take both I&LR 210 and Agricultural Economics 310, since the courses are substantially the same); theatre arts; DEA 101 or 115; or HSS 292.

III. Human Ecology (40 credits)

- Requirements for the major* (the number of credits required varies by major and option)
- Course work in at least two departments outside the major* (15 credits) including at least 6 credits or two courses in one department outside the major.

IV. Additional Credits (41 credits)

- Requirements for the major* (number of credits varies from 0 to 15 credits)
- Electives* (number of credits varies from 26 to 41 credits.)

Credit requirements in this section are met through courses in the *state divisions of Cornell*:

- College of Human Ecology (in addition to courses in sections I, II, and III),
- College of Agriculture and Life Sciences,
- School of Industrial and Labor Relations, and the
- College of Veterinary Medicine; and through courses in the *endowed divisions of Cornell*:
- Africana Studies and Research Center,
- College of Architecture, Art, and Planning,
- College of Arts and Sciences,
- College of Engineering,
- School of Hotel Administration, and the
- Graduate School of Business and Public Administration.

Courses in the endowed divisions in this section may not exceed a total of 21 credits. If Economics 101 or 102, Psychology 101, or Soc 101 or 107 are selected to meet requirements for section I, credits in the endowed divisions allowed for Sec IV will be reduced accordingly.

V. Physical Education (2 credits)

Students who have successfully fulfilled these requirements should have completed at least 122 credits.

Related Policies

College course requirement. Effective fall 1980, freshmen and sophomores are required to enroll in at least one course in the College of Human Ecology a semester. Students who fail to comply with this requirement will be reviewed by the Committee on Academic Status for appropriate action.

In Sections I, II, and III the required credits listed are the minimums; credits taken in excess of those minimums (Section I, 24 credits; Section II, 15 credits; and Section III, 40 credits) count toward electives (Section IV, 41 credits).

In Sections I and II the student's major may determine which courses the student takes to meet the requirements in these sections. If the student does not want to fulfill the requirements of Section I and Section II with courses specified by the major, then he or she may apply the courses taken for the major toward the elective requirements (Section IV, 41 credits). (Courses not listed in Sections I and II may also be used to meet the 41 credits required in Section IV.)

In Sections I, II, and III-B students are permitted to lack 1 credit toward meeting the requirements for these sections. For example, 14 instead of 15 credits of human ecology courses may have been taken

outside the major department, or 23 instead of 24 credits of courses in the natural and social sciences may have been taken; however, the minimum total of 120 credits (exclusive of physical education) must be met.

Section IV-A. *There is no limit to the number of credits that students may take in the state divisions of Cornell* and therefore, both the total number of credits taken for Section IV and the total number of credits accumulated for graduation may exceed the minimum requirements.

Section IV-A and IV-B. Elective credits earned in Cornell's endowed divisions during the summer session, credits earned in absentia, and transferred credits are counted as credits earned in the state divisions and do not count toward the maximum 21 credits that may be taken in the endowed divisions in meeting the requirements of this section.

Section IV-B. Not more than 21 credits may be taken in the endowed divisions of the University except under all of the following conditions:

- 1) Students must be in the final semester prior to graduation:
- 2) The credit taken must be in excess of the 122 credits required for graduation (for instance, a student who wants to take 23 endowed credits under this area must graduate with a total of 124 credits);
- 3) payment must be made per credit for each credit taken in excess of the 21 allowed.

Courses taken to meet requirements in Section I and II and within the limit of 21 credits in IV-B may be taken without charge except that credit for any course given in an endowed division will, in case of failure, be charged against the 21 endowed credits allowed under Section IV.

Related Policies for Transfer Students

Natural sciences. Entering transfer students who lack preparation in biology and either chemistry or physics, either at the high school or college level, must make up this deficiency before registering for their third semester in the college.

Section I-A. Transfers who have had biology and chemistry or physics in either high school or college and who are entering human ecology programs in interior and product design, consumer economics, housing, social planning, public policy, or human development and family studies can satisfy the College of Human Ecology's natural science graduation requirements with courses taken to meet a former institution's natural science requirements.

Section II-A. Transfer students should have taken at least 6 credits in courses in English composition or in courses requiring substantial writing and offering instruction in writing equivalent to that offered in the Freshmen Seminars. Students who have not fulfilled this requirement before transferring must fulfill it at Cornell.

Section IV-B. Transferred credits for courses applied toward electives do not reduce the 21 Cornell endowed credits that students are allowed.

Section V. Transfer students who have had the equivalent of two semesters of college (and therefore enter as sophomores) are not required to take physical education at Cornell, regardless of whether they took physical education at their first college. Students twenty-two years of age or older at the time of matriculation to Cornell may be exempted from physical education by the College Registrar. Exemption or postponement for medical reasons must be cleared by Gannett Clinic. For further information about exemption or postponement from physical education, consult the College Registrar, Joyce McAllister, in 146 Martha Van Rensselaer Hall.

Related Policies for Freshmen

Natural sciences. The college recommends that entering students complete a unit of biology and either a unit of chemistry or physics before they matriculate. Entering freshmen who lack a unit of biological or physical science must make up this deficiency before they register for their fourth semester. A semester-long college-level course in the appropriate science is considered equivalent to a high school unit and counts as credit toward graduation requirements.

Section V. Freshmen are required to take two semesters of physical education during their freshman year.

Residency Requirements

All college curricula are planned to fit within an eight-semester program. An average schedule of 15 credits a semester (in addition to physical education) is considered standard, and if pursued for eight semesters will provide the credits needed for graduation. If the student completes all the requirements—for the major, for distribution, for total credits, and for cumulative average—in fewer than eight semesters, the degree may be conferred at the end of the semester in which the last requirements are met. Students who plan to receive their degrees early should notify the registrar at the beginning of the semester so that their summaries of record may be prepared and their names placed on the list of degree candidates.

Sometimes a student (particularly a transfer student) may need an additional semester to complete a program. To register for a semester beyond the eighth, the student submits a written request to the Director of Special Educational Projects. The request should detail the reasons for wanting to enroll for the extra semester and include a list of courses planned for the additional semester. Such requests usually are granted when there appears to be no feasible way for the student to complete the professional curriculum or the degree requirements without the extra semester.

Freshmen entering the college with 15 transfer credits have seven semesters in which to complete the degree. Transfer students must complete at least 60 credits at Cornell.

Mature students (those at least twenty-four years old at the time of matriculation) are not required to petition the director of special educational projects for approval to study beyond the usual eight semesters.

Exemptions from Requirements

Students who want an exemption from a specific graduation or major requirement may petition the director of special educational projects. Approval may be given under certain circumstances. For example, transfer students may have problems scheduling courses to meet college distribution requirements, and the director of special educational projects may approve alternative courses. If the requirement for which the student seeks exemption is one specified by the major, the director of special educational projects will refer the petition to the department for consideration.

Petition forms are available in the counseling office, N101 Martha Van Rensselaer Hall.

Procedures

Course Enrollment

Students are expected to complete course enrollment during a designated period of time each semester. Failure to do so carries a \$10 penalty, which can be

waived only if circumstances are completely beyond your control. It is the student's responsibility to find out the dates of course enrollment.

Before or during course enrollment, talk to a department adviser or counselor or both in the Counseling Office about your program plans. Students must have their course enrollment schedule signed by their departmental faculty adviser. A listing of course changes plus directions for course enrollment are issued by the Office of the College Registrar before the start of course enrollment. Last-minute course changes are posted in that office as well as in the Counseling Office, N101 Martha Van Rensselaer Hall. Students will also need the *Course and Time Roster*, issued by the Office of the University Registrar each semester before advance course enrollment.

Since new students starting at midyear do not have an opportunity to enroll in courses until after they arrive on campus the college tries to reserve places for them in human ecology courses. A specified time for enrolling in such courses is listed on the orientation schedule given to all new students. For the first three weeks of the term new students have an opportunity to add courses in other divisions of the University as well as in human ecology.

Freshmen and transfer students registering for the first time in the University in the fall enroll in their courses during the summer before they arrive on campus.

Continuing students enroll for courses for fall semester in March or April; for spring semester, in October or November. Course enrollment materials are mailed to each new student; continuing students are notified by posters and notices in the *Cornell Daily Sun*. Course enrollment materials are available from the Counseling Office and must be completed and filed in the Office of the College Registrar by the announced deadline.

Permission of the Instructor

Certain courses may be taken only with the permission of the instructor, as indicated in the course descriptions. The instructor's permission must be obtained before the student enrolls in the course. After giving permission, the instructor initials the green registration schedule or signs the optical-mark course-enrollment form that can be obtained from the Office of the College Registrar or the Counseling Office.

Students interested in taking a course in the Department of Art in the College of Architecture, Art, and Planning are required to register with the departmental secretary before enrolling in the course. Seniors who want to take an elective course in the School of Business and Public Administration are required to obtain permission of the instructor on a course authorization form that the student then files with the school's registrar, 312 Malott Hall.

Special Studies Courses

Each department in Human Ecology offers special studies courses that provide an opportunity for students to do independent work not available in regular courses. One of these, 300, Special Studies for Undergraduates, is intended primarily for students who have transferred from another institution and need to make up certain material.

The other special studies courses are 400, Directed Readings; 401, Empirical Research; and 402, Supervised Fieldwork. These courses are normally taken by upperclass students, and work is supervised on an individual basis by a faculty member in the department in which the course is offered. It is important to enroll in the appropriate course number (300, 400, 401, or 402) for the special project.

Students who want to take a special studies course must talk with the faculty member under whose supervision the study would be done and then

prepare a plan of work. If the faculty member agrees to supervise the study, a multicopy description of the study to be pursued must be filled out. Signatures of the instructor and the department chairman must be on the form before it is taken to the Office of the College Registrar where the student will officially register for the course by filling out an optical-mark course-registration form. Forms and instructions are available in the Counseling Office.

To register in a special studies course taught in a department outside the college, students should follow the procedures established for that department.

Course Loads

The normal course load in the college ranges from 12 to 18 credits. *During the course enrollment period no student may enroll in more than 15 credits or five courses without special permission from the college registrar.* To receive permission, attach a note to the hardback green course schedule citing reason(s) for carrying a heavier load before handing it in to the Office of the College Registrar.

Credits beyond 15 may be added during the change-of-registration period at the beginning of the semester without special permission.

Avoid planning excessive work loads; the time required to keep abreast of courses tends to increase as the semester progresses. *Courses cannot be dropped after the seventh week of classes without petitioning*, so try to avoid the need to drop courses.

Except for those with mature student status, a student must carry at least 12 credits (exclusive of physical education). Students who want to carry fewer than 12 credits must petition. Forms for petitioning and advice on how to proceed are available from the Counseling Office.

Students who petition *before the beginning of the term* to carry less than 12 credits may be eligible for proration of tuition. To apply for proration, obtain a form from the Bursar's Office in Day Hall or from the Office of the College Registrar. After the petition to carry less than 12 credits is approved, the proration form signed by the college registrar must be returned to the Bursar's Office, 260 Day Hall.

Mature students may carry 6 to 12 credits without petitioning. However, they still must have the college registrar sign the form for proration of tuition and fees and return the form to the Bursar's Office, 260 Day Hall.

Oversubscribed Courses

Enrollment in many Human Ecology courses is limited. When a course is over-enrolled students are generally assigned on the basis of seniority. The student's professional goals may be considered. Those students not admitted to a course may be placed on a waiting list and will find a note to that effect attached to the course enrollment printout.

Late Course Enrollment

Students who fail to enroll in courses by the deadline normally must wait until the beginning of the semester to enroll and must pay a \$10 fee. Extensions are sometimes granted if requested from the college registrar before the end of course enrollment. Students who fail to meet the deadline for any reason should see a counselor in the Counseling Office as soon as possible. In some cases, if the delay was absolutely unavoidable, the student may be allowed to enroll in courses late, and it is sometimes possible to have the fee waived. Waiving of the fee must be handled through the college registrar. A counselor can advise students about course enrollment under these circumstances.

University Registration

Students go to Barton Hall for University Registration at times announced by the Office of the University

Registrar. At registration, students fill out and return materials that are given to them, and their ID is validated.

After completing University Registration, students proceed to the College of Human Ecology table in Barton Hall. At that table they hand in their college registration card and in return receive a computer printout of courses for which they are officially enrolled. It is the student's responsibility to check the listing for accuracy of course numbers, credits, and other data. If there are errors they should be corrected immediately. Procedures for making changes because of errors in the printout as well as for other reasons are described below.

During University Registration for the fall semester each continuing student receives a copy of their summary of record from the Office of the College Registrar. The summary shows which graduation and major requirements have been completed. Students who have any questions about the summary's accuracy should see a counselor in the Counseling Office or someone in the Office of the College Registrar.

Late University Registration A student who misses registration day must pay a \$30 penalty during the first three weeks. The late registration fee is increased by \$10 each week for the fourth, fifth, and sixth weeks and \$25 for each additional week beyond. Late University registration is held during the first three weeks of the term. After the first week of classes students must also have the written permission of the college registrar before they will be allowed to register in the University. After the third week of classes, students registering late must also have the permission of the Office of the University Registrar in addition to the written permission of the college registrar and the payment of the \$25 fee. After completing late University registration, students must take their college registration cards to the Office of the College Registrar where they will then receive computer printouts of the courses for which they are officially registered. Students who fail to register by the seventh week of the term will be withdrawn from the University. Students who want to return must reapply through the Admissions Committee.

Course Enrollment Changes

Deadlines

- During the first three weeks of the term, courses may be added or dropped without charge.
- From the fourth through the seventh week of the term, course changes may be made with the permission of the instructor and payment of a \$10 processing fee.
- After the seventh week of the term, no course change may be made without petitioning for approval. Petitions are usually granted only in circumstances beyond the student's control (for example, illness). A student petitioning for medical reasons should provide substantiating medical evidence with the petition.
- After the third week of the term, instructors have the right to consider students' requests for course changes on an individual basis or to announce at the beginning of the term a specific date between the fourth and seventh weeks beyond which they will no longer approve course changes.

Procedures

Students who need to make course enrollment changes should make them as soon as possible. It is to the student's advantage to add the desired courses as soon as possible, and it is helpful to other students if unwanted courses are dropped promptly.

Students should assess their work loads carefully at the beginning of each term. If in the first week or two the instructors do not discuss the amount of material

to be covered and the extent of assignments, students are advised to ask about course requirements.

Some of the same procedures are required for course enrollment changes as were necessary for course enrollment—for example, permission of the instructor must be obtained for a course requiring it, and the same forms for special studies courses must be filled out. Aside from the procedures listed below for course enrollment changes, all course change forms for nutritional science majors must be signed by the departmental faculty adviser.

Specific procedures for making course changes during the change-of-enrollment period (first three weeks of classes) are listed below.

- 1) Obtain an optical mark course change form from the Office of the College Registrar or from the Counseling Office.
- 2) Fill the form out and take it to the appropriate office for signature; for human ecology courses, the forms should be taken to the Office of the College Registrar; for courses outside the college, the forms should be taken to the appropriate departmental offices.
- 3) Ask the person handling the class lists to add your name to the list of enrolled students for a course you are adding, and to remove your name from the class list for a course you are dropping. Ask that person to sign the optical mark Course Change form in the appropriate place.
- 4) Turn all signed forms in to the Office of the College Registrar, including the forms for out-of-college courses. Your enrollment cannot be officially changed until the signed forms are filed in the registrar's office. For example, students who fail to "cancel" a course they are no longer attending are in danger of receiving an F in the course because they are still officially enrolled. There is no charge for changes during the first three weeks of classes.
- 5) You will receive carbon copies of each optical-mark course change form at the time you turn them in. These copies are stamped with the date of receipt. It is important to keep these copies in case you need to verify later that the forms were filed.

A student who wants to have his or her name placed on a waiting list for a Human Ecology course should be aware that such lists are compiled during the change-of-enrollment period on a first-come-first-served basis, without regard to seniority or other factors. Students must check their status on the waiting lists in person every forty-eight hours and if space has not opened up, request that their names be kept on the list. Names are automatically dropped if they are not updated.

If you are enrolled in a Human Ecology course with a limited enrollment and you have not attended the first two class sessions, you will be dropped from the course unless circumstances have prevented you from attending class and the instructor has been notified.

After the third week and through the seventh week of the term, follow the procedure outlined above for changes made during the first three weeks of the semester, except that instructor must sign the course change form for human ecology courses, and a \$10 fee must be paid.

After the seventh week of classes, a student may not make course changes without petitioning for approval. Students should realize that they are expected to attend classes and do assigned work until the petition has been formally approved.

Study in Absentia

Under certain conditions credit toward a Cornell degree may be given for study in absentia, that is, study done at an accredited institution away from Cornell after entering the College of Human Ecology. To be eligible for credit for such study a student must

be in good academic standing and must receive permission in advance from the college registrar. Students not in good standing may study in absentia but will not receive transcript credit until they return to good standing.

In absentia petition forms are available in the Counseling Office. The petition form should be filled out and catalog descriptions attached for the courses the student wants to take, and then it should be filed in the Office of the College Registrar.

Students whose petitions are granted receive a letter giving them permission from the college registrar to study in absentia. Credit may be granted for study in absentia after the work has been done, but there is no guarantee that such credit will be awarded if permission has not been obtained in advance.

Up to 15 credits may be taken in absentia as long as the work done does not duplicate courses already taken and the study is relevant to the student's program and the requirements of the college. More than 15 credits of work in absentia may be allowed under the following conditions: (1) the work taken represents a special educational opportunity not available at Cornell, (2) it relates to the student's particular professional goals, and (3) that goal is consistent with the focus of the college. To take more than 15 credits in absentia a student must submit a petition to the Director of Special Educational Projects who will evaluate the proposed program. (Forms are available in the Counseling Office.)

If part of the work for which credit is sought is to be applied to requirements of the major, the petition will be sent to the appropriate department for approval. If credit is sought for work to be done in a modern foreign language in which the student has previously studied, the approval of the Department of Modern Languages and Linguistics in the College of Arts and Sciences must be obtained.

Students are responsible for having the registrar of the institution where they study in absentia send transcripts of grades to the Office of the College Registrar at the College of Human Ecology. Credit can then be officially assessed and applied toward the Cornell degree. Only credits (not course names and grades) for study in absentia appear on the Cornell University transcript.

A student who holds a Regents or Children of Deceased or Disabled Veterans Scholarship may claim that scholarship for study in absentia if the study is done in a college in New York State and if it is for a maximum of 15 credits acceptable to the College of Human Ecology.

The rules regarding study in absentia apply to transfer students with the additional stipulation that at least 60 credits must be taken at Cornell. At least 40 of the 60 credits must be in the College of Human Ecology at Cornell unless the student has transferred equivalent human ecology credit. (No more than 20 credits of equivalent credit may be applied to the 40 credits required in human ecology course work.)

Leaves of Absence or Withdrawal

Students may request a leave of absence before the beginning of the semester for which a leave is desired or during the first seven weeks of the semester. A leave may be extended for a second semester by requesting an extension in writing from the Office of the College Registrar. Students who are contemplating taking leave of absence or withdrawal are urged to discuss plans with a counselor. If the student decides to take a leave of absence or withdraw, a counselor will notify the Office of the College Registrar and the office will process the official forms.

Requests for leaves of absence received after the first seven weeks of the semester or requests for a leave of absence from students who have already had two semesters' leave of absence will be referred

for action to the Committee on Academic Status. The committee may grant or deny such requests, attaching conditions as it deems necessary. Leaves of absence after the first seven weeks generally are granted only when there are compelling reasons why the student is unable to complete the semester, such as extended illness.

If a leave of absence is requested after the first seven weeks, students are advised to attend classes until action is taken on their petitions. A student whose petition for a leave of absence is denied may choose to withdraw or to complete the semester.

The academic records of all students who are granted a leave of absence are subject to review, and the Committee on Academic Status may request grades and other information from faculty to determine whether the student should return under warning, severe warning, or in good academic standing.

Students who leave the college without an approved leave of absence or do not return after the leave has expired will be given a withdrawal after the seventh week of the term in which they failed to register. A withdrawal is a termination of student status at the University. Students may voluntarily withdraw at any time by notifying a counselor and the Office of the College Registrar. A student who has withdrawn from the college and who wants to return at a later date must reapply through the Committee on Admissions for consideration along with all other applicants for admission.

Special Students

Students eligible for special status are those visiting from other institutions and interested in particular programs in the college; those with bachelor degrees preparing for graduate study or jobs and careers in human ecology-related fields; or those who have interrupted their educations and are considering completing degree programs. Students accepted in the non-degree status of special students may enroll for a maximum of two semesters. During the second semester of attendance, a special student must either apply for admission as a transfer or plan to terminate studies in the college at the end of the semester.

Mature Students

The college recognizes that students who interrupted their formal education and are returning to school have problems different from those of the average undergraduate. To facilitate the education of mature students, defined as those twenty-four years old or older at matriculation, the college has adopted certain procedures specifically for that group.

Mature students are permitted to enroll for as few as 6 credits without petitioning. At the beginning of each term, mature students planning to take a light course load should pick up a proration of tuition form from the Office of the College Registrar, fill it out, have it signed by the college registrar, and return it to the Bursar's Office in Day Hall.

Mature students also are permitted to extend their residency beyond the normal eight terms. It is highly recommended that mature students contact Vivian Geller, the director of Continuing Education Information Center, 158 Olin Hall, for information on services available through that office.

Grades

See the Grading System section for information on the official University grading policies.

S-U Grades

Some courses in the college and in other academic units at Cornell are offered on an S-U basis; that fact is indicated in the course description. University

regulations concerning the S-U system require that a grade of S be given for work equivalent to a C- or better; for work below that level, a U must be given. No grade-point assignment is given to S, and S or U grades are not included in the computation of semester or cumulative averages. A course in which a student receives an S is, however, counted for credit. No credit is received for a U. Both the S and U grades appear on a student's record. A student who is attempting to qualify for the Dean's List must take at least 12 credits for the usual A-F grades.

Only juniors and seniors may take courses for an S-U grade in which the grade of S or U is optional; sophomores may take courses in which *only* the grade of S or U is offered. A student may take no more than four courses (or 12 credits) on an S-U basis during his or her college career; however, more than one S-U course can be taken in one semester. S-U courses may be taken only as electives or in the 15 credits required in the college outside the major unless the requirements for a specific major indicate otherwise. Freshmen enrolled in English 137 and 138 (offered for S-U grades only) are permitted to apply these courses to the Freshmen Seminar requirement.

To take a course for an S or U, a student must first make sure by checking the course description that the course is offered on that basis, then obtain the permission of the instructor and file a special S-U form with the instructor's signature and the add/drop/change form in the Office of the College Registrar before the end of the third week of the term. After the third week of the term, students must petition the college registrar to change S-U grading status. Forms are available in the Office of the College Registrar and in the Counseling Office.

Incompletes

A grade of INC (Incomplete) is given when a student does not complete the work for a course on time, but when, in the instructor's judgment, there was a valid reason. A student with such reason should discuss the matter with the instructor and request an INC. A grade of incomplete remains permanently on a student's official transcript even after the work is completed and a final grade recorded.

A student who receives an INC in a course may be permitted a maximum of two semesters and a summer in which to complete the work and receive a regular grade; if the work is not completed by that time, the INC remains on the record, and no credit is given for the course.

When a student wants to receive a grade of INC, a conference should be arranged with the instructor (preferably before classes end and the study period begins) to work out the agreement. A form, called Explanation for Reporting a Final grade of F or Incomplete, which has been signed by both the instructor and the student, must be submitted by the instructor. This form is submitted with the final grade sheets whenever an incomplete is given.

This form is for the student's protection, particularly in the event that a faculty member with whom a course is being completed leaves campus without leaving a record of the work completed in the course.

If circumstances prevent a student from being present to consult the instructor, the instructor may, if requested by the student, initiate the process by filling out and signing part of the form and turning it in to the Office of the College Registrar with the grade sheet. Before a student will be allowed to register for succeeding semesters he or she must go to the Office of the College Registrar to fill out and sign the remainder of the form.

If the work is satisfactorily completed within the required time, the course appears again on the student's official transcript, with the final grade received, for the semester in which the course was completed.

A student who completes the work in the required time and expects to receive a grade must take the responsibility for checking with the Office of the College Registrar (about two weeks after the work has been handed in) to make sure that the grade has been received. Any questions should be discussed with the course instructor.

Academic Honors

The college encourages high academic achievement and recognizes outstanding students in several ways.

Dean's List. Excellence in academic achievement is recognized each semester by placing on the Dean's List the names of students who have completed satisfactorily at least 12 credits with letter grades other than S or U and who rank in the top 10 percent of their class for the semester. No student who has received an F or U in an academic course will be eligible.

Omicron Nu seeks to promote graduate study and research and to stimulate scholarship and leadership toward the well-being of individuals and families. A chapter of a national honor society in the New York State College of Human Ecology, it stimulates and encourages scholarly inquiry and action on significant problems of living—at home, in the community, and throughout the world.

Students are eligible for membership when they have attained junior status and if they have a cumulative average of not less than B. Transfer students are eligible after completing one year in this institution with a B average. Current members of Omicron Nu elect new members. Not more than 10 percent of the junior class may be elected to membership, and not more than 20 percent of the senior class may be elected. Graduate students nominated by faculty members may be elected.

Bachelor of Science with Honors recognizes outstanding scholastic achievement in an academic field. Programs leading to a degree with honors are offered to selected students by the Department of Human Development and Family Studies and the Division of Nutritional Sciences. Information about admission to the programs and their requirements may be obtained from the appropriate department or division.

Bachelor of Science with Distinction recognizes outstanding scholastic achievement. Consideration will be given to seniors whose academic standing at the end of seven semesters is in the top 10 percent of the graduating class. The honor is conferred on those seniors who are in the top 5 percent of the class after grade point averages have been adjusted by including grades for transfer work and after grades earned in the fifth, sixth, and seventh terms have been given double weighting in the final average. The graduating class includes students who will complete requirements for Bachelor of Science degrees in January, May, or August of the same calendar year.

To be eligible for consideration, transfer students must have completed 45 credits at Cornell. In determining the academic standing of a transfer student, previous work taken at another institution is included in the computation of the student's academic average. Names of seniors who meet these requirements are presented to the faculty of the college for approval.

Nondepartmental Courses

General Courses

100 Developmental Studies: Reading and Learning Strategies

Fall, spring, or summer. 2 credits. Enrollment limited. S-U grades only.

Fall and spring: sec. T R 11:15 or 3:35, plus two 1-hour labs to be arranged. A. Grinols.

Theoretical applied approaches to academic achievement are examined and utilized by students as they pursue personal growth goals: (1) to maximize academic reading rate and comprehension level, (2) to master efficient learning strategies. Individual conference and laboratory practice are included as course requirements.

International Education Program

P. Frazer, director

The International Education Program both prepares students for international and intercultural education, and grants credit for foreign study at approved institutions. For information about study at cooperating foreign institutions, see the director of the program.

360 Preparing for International or Intercultural Experience

Fall or spring. 2 credits. S-U grades optional. Prerequisites: two social science courses, or permission of instructor.

M 2:30–4:25. P. Frazer.

Introduces students to intercultural differences in preparation for work and study in developing nations and for work with subcultural groups in the United States. Topics will include cultural differences in motives, beliefs, and values; the transmission of culture; the relationship between culture and personality; perception; verbal and nonverbal communication; adjusting to a different culture; cultural contact and change; and human development programming in cross-cultural situations. Lectures, slides, films, and case studies provide the basis for class discussion on the many problems involved in intercultural relationships. Students receive 2 credits for the classroom component of this course; an additional 3-credit option is available if a January study tour is offered.

361 Study Abroad

Fall and spring. 6–15 credits. Prerequisites: ID 100, HE 360, satisfactory completion of any necessary foreign language requirement, a grade point average of 2.5, and permission of academic adviser and assistant dean for undergraduate education. Deadline for receipt of applications in assistant dean's office: February 15 for following fall semester; September 15 for following spring semester.

A full semester off-campus program of courses, at least one of which includes field experience at a cooperating university in another country; designed to provide both theoretical background in factors relevant to the human ecology of the geographical area concerned and practical understanding of agencies and institutions concerned with human well-being in that environment. Presently the cooperating universities concerned are the University of Haifa, Israel, and the University of Puerto Rico.

Students must plan their program well ahead of time with the help of their academic adviser, who must approve the plan before the application is submitted to the assistant dean. An application for study abroad and list of courses at the foreign university approved for human ecology distribution requirements is available at 146 or 159 Martha Van Rensselaer Hall. Students should plan to take at least 12 credits, of which 6–9 should be in credits approved for human ecology (Groups III or IV or

both) and the balance to continue language study or to satisfy distribution requirements for graduation or both.

Program supervision is undertaken by a specially designated faculty member of the foreign university. A transcript of credits earned is sent to the college registrar. Completion of course requirements is signified by a formal presentation to the college community upon return to Cornell.

Division of Student Services

W. H. Gauger, assistant dean for student services
B. Bricker, director of admissions
C. Reed, director of special educational projects
L. Wiley, director of placement
N. Yaghlian, director of counseling
E. A. Cutter-Martire, B. Morse, R. Richardson, M. Thomas

Special studies sponsored by faculty members in the division involve such topics as counseling theory and practice in relation to various student populations, the career development process in fields related to human ecology, and the delivery of student services.

400–401–402 Special Studies for Undergraduates

Fall or spring. Credits to be arranged. S-U grades optional.

Hours to be arranged. Staff.

For independent study by an individual student in advanced work not otherwise provided in departments or for study on an experimental basis, with a group of students, in advanced work not otherwise provided in departments. Students prepare a multicopy description of the study they want to undertake on forms available from the Counseling Office. This form must be signed by the student services faculty member directing the study, the office director, and the assistant dean for student services and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special studies form to the assistant dean is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

400 Directed Readings For study that predominantly involves library research and independent reading.

401 Empirical Research For study that predominantly involves data collection analysis or laboratory or studio projects.

402 Supervised Fieldwork For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

600 Special Problems for Graduate Students Fall or spring. Credit to be arranged. S-U grades optional. Limited to graduate students recommended by their chairperson and approved by the assistant dean for student services and the member of the staff in charge of the problem for independent, advanced work.

Hours to be arranged. Staff.

Interdepartmental Courses

Field Study Office

T. Stanton, director; D. Giles, M. Holzer, M. Whitham

100 Orientation to Field Study: Skills for Learning in the Field

Fall or spring. 2 credits.

Limited to 15 students per section. Prerequisites: permission of instructor. S-U grades optional. ID 100 can be taken concurrently with ID 402.

14 sessions meeting through first 7 weeks of semester; T R 10:10–12:05 or T R 2:30–4:25.

D. Giles.

Workshops train students in skills that will help them become more effective field learners and better able to cope with the complex demands of a field placement. Topics include cross-cultural communication, participant observation, active listening, investigative interviewing, understanding nonverbal communication, identifying sources of information in the community, and analyzing verbal presentations. All of the concepts are applied to assignments in the field.

200 Preparation for Fieldwork: Perspectives in Human Ecology

Fall or spring. 4 credits. Limited to 25 students a section. Prerequisite: permission of instructor. For students interested in preparing themselves for field experience. Enrollment priority given to students of at least sophomore standing who intend to do field study the following semester.

T R 10:10–12:05 or T R 2:30–4:25. D. Giles.

Introduces students to field skills (such as interviewing, observation, public speaking, and leading discussion) and provides opportunities to practice and develop those skills. Additionally, small student task forces consider case studies highlighting complex issues at local, community, state, and national levels. Students work together to define problems, analyze and synthesize data from a variety of sources, and make group presentations.

400 Directed Readings For study that predominantly involves library research and independent reading.

401 Empirical Research For study that predominantly involves data collection and analysis.

402 Supervised Fieldwork Fall, spring, or summer. 3–15 credits. S-U grades optional for up to 12 credits. Limited to 20 students. Prerequisite or corequisite: ID 100. Enrollment by permission of instructor. Applications due in the Field Study Office during the preceding semester's course enrollment period.

Hours in the field to be arranged. Sem, M 2:30–4:25. M. Whitham.

Supervised field study involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice. Seminar focuses on an in-depth analysis of the ecology of rural organizations. Credit is variable to allow for combined departmental and interdepartmental sponsorship and supervision.

Information on placement opportunities is available in the Field Study Office, 159 Martha Van Rensselaer Hall. Students should begin planning at least a semester in advance for field study.

403 Teaching Apprenticeship For study that includes assisting faculty with instruction.

406 Sponsored Field Learning or Internships

Fall, spring, or summer. 6–15 credits. S-U grades optional for up to 12 credits. Limited to 25 students; intended for juniors and seniors. Prerequisite: ID 200. Enrollment by permission of instructor. Applications are due in the Field Study Office during the preceding semester's course enrollment period.

Hours to be arranged. T. Stanton.

A course for students seeking interdepartmental sponsorship and supervision of participation in structured, off-campus field experiences or internships operated by non-Cornell or non-credit granting institutions or agencies. Examples include: New York State Assembly Internship Program, Washington Center for Learning Alternatives, and internships arranged independently by students with individual public or private organizations or institutions. Field supervision, largely carried out through biweekly correspondence, is aimed at complementing students' work-and-study assignments while on their internships and at enabling students to gain an in-depth understanding of how their internship organization operates and the internal and external ecological forces that influence it. Completion of course requirements is signified by a formal presentation to the college community upon return to Cornell (graduating seniors may make special arrangements). Credit is variable to allow students to arrange for combined interdepartmental and departmental sponsorship and supervision.

Information on course enrollment and internship opportunities is available in the Field Study Office, 159 Martha Van Rensselaer Hall. Students should begin planning at least one full semester before leaving campus for an internship.

407 Field Experience in Community Problem Solving Fall or spring. 6–15 credits. Limited to 25 students; intended for juniors or seniors. Prerequisite: ID 200. Enrollment by permission of instructor. Applications due in the Field Study Office during the preceding semester's course enrollment period. Hours in the field to be arranged. Sem, R 1:30–4:25. M. Whitham.

A course designed to provide students with a structured, closely supervised field experience encompassing an ecological approach to human problem solving. Interdepartmental teams of from two to five students will contract with community businesses, agencies, and organizations as special projects staff members delegated primary responsibility for problem solving in a designated area of agency need. Students spend twenty hours each week working directly on the projects, three hours each week in seminar, and additional time completing seminar readings and assignments. The seminar is aimed at assisting students in systematically analyzing the complex factors that affect the implementation of new programs, policies, or projects in upstate community settings. Set in this context, the field placement is viewed as a case study in the ecology of organizational decision making.

Supervision of all projects is provided jointly by the course instructor and appropriate agency personnel. In addition, each project is subject to review twice during the semester by an oversight committee composed of community and faculty representatives with relevant expertise. Completion of the course is signified by formal presentation of project results to the contracting organization's staff, board of directors, or other appropriate administrative units, and members of the oversight committee, together with submission of an academic analysis of the implementation process to the course instructor.

Credit is variable to allow students to arrange for combined interdepartmental and departmental sponsorship and supervision.

Information on projects is available during course enrollment in the Field Study Office, 159 Martha Van Rensselaer Hall. Students may assist in the planning and project identification process by making their interests known to the office a full semester before intended enrollment in the course.

408 The Ecology of Urban Organizations: New York City Fall or spring. 15 credits. Limited to 20 students; intended for juniors and seniors. Prerequisite: ID 200. Enrollment by permission of instructor. Deadline for receipt of applications in Field Study Office: October 8, 1981 for spring 1982; March 11, 1982 for fall 1982. M. Holzer.

A full-semester, off-campus field course in the New York City metropolitan area designed to give an in-depth understanding of how contemporary organizations operate and what forces influence the delivery of goods and human services. The course combines intensive participation in an organization that represents at least one of three perspectives (providers of goods and human services, policy makers and regulators, or community action and consumer groups) with a weekly seminar-workshop that provides the skills, concepts and theories necessary for understanding and analyzing these organizations and the critical issues they face.

ID 408 is not simply a work experience. This course provides a working learning setting that integrates academic theory, field experience, and interpersonal skills.

Information on field placements is available in 159 Martha Van Rensselaer Hall. Students should begin planning at least one full semester before they apply to ID 408.

Interdepartmental Major

See the Interdepartmental Major in Social Planning and Public Policy under the Department of Consumer Economics and Housing and the Department of Human Service Studies.

Consumer Economics and Housing Courses

J. Robinson, chairman; A. Davey, graduate faculty representative; H. B. Biesdorf, W. K. Bryant, P. Chi, S. Clemhout, M. S. Galenson, W. H. Gauger, J. Gerner, A. J. Hahn, B. Hall, R. K. Z. Heck, M. Johnson, M. Lea, E. S. Maynes, N. C. Saltford, A. Shlay, J. Swanson, E. Wiegand

110 Introduction to Consumer Economics I Fall. 3 credits. S-U grades optional. Students who have taken Economics 102 or another introductory microeconomics course should not register for this course.

Fall: M W F 10:10. M. Johnson. Principles of microeconomics with an emphasis on applications to consumers, household economics, and housing. Introduction to the concepts of opportunity cost, time as a resource, consumer demand, household production, market failure, and the impact of government regulation of the market on consumers.

111 (100) Introduction to Consumer Economics II Fall or spring. 3 credits. S-U grades optional.

Students who have taken Economics 101 or another introductory macroeconomics course should not register for this course.

Fall: M W F 1:25; M. Galenson. Spring: M W F 11:15; M. Lea.

An introductory course designed to provide a basic understanding of macroeconomics, with particular attention to those areas affecting families. The course covers national income accounting, income distribution, prices, and monetary and fiscal policy. This serves as a basis for the study of income redistribution programs and other areas of government action.

147 Housing and Society Fall. 3 credits. Enrollment limited to 4 sections of 30 students each. S-U grades optional.

Lecs, T R 11:15; sec, T 1:25 or 3:35, W 1:25, or R 9:05. P. Chi.

A survey of contemporary American housing issues as related to the individual, the family, and the community. The course focuses on the current problems of the individual housing consumer, the resulting implications for housing the American population, and governmental actions to alleviate housing problems.

148 Sociological Perspectives on Housing Spring. 3 credits. Enrollment limited to 6 sections of 15 students each. S-U grades optional.

Lecs, T R 10:10; secs, M 9:05 or 2:30, T 11:15, W 9:05, 10:10, or 2:30. A. Shlay.

An introductory sociology course analyzing the distribution of housing and population within urban areas. Students focus on the link this urban social and spatial structure has to the quality of urban life. Topics include urban ecology, mobility and migration patterns, suburbanization, segregation, urban social stratification, community power, crime, and poverty.

233 Marketing and the Consumer Spring. 3 credits. Prerequisite: CEH 110 or equivalent. S-U grades optional.

T R 8:30–9:55 Staff.

A study of marketing functions, institutions, policies, and practices with emphasis on how they create consumer satisfaction. A marketing project with a nearby consumer products firm and a field trip to New York City to study selected marketing operations are arranged when feasible.

300 Special Studies for Undergraduates Fall or spring. Credit to be arranged.

Hours to be arranged. Staff. Special arrangement for course work to establish equivalency for courses not transferred from a previous major or institution. Students prepare a multicopy description of the study they want to undertake on forms available from the Counseling Office. The form, signed by both the instructor directing the study and the head of the department, is filed at course registration or during the change-of-registration period.

312 Family Decision Making Fall or spring. 3 credits. S-U grades optional. Limited to 35 students; not open to freshmen; preference given to human ecology juniors, seniors, and transfer students.

T R 12:20–2:15; Optional field trip. A. Davey. A systems approach identifies and analyzes components of family management and decision making. The focus is on the contribution of management to the improvement in family living. The PSI format permits self-pacing.

[313 (413) Family Resource Management: An Ecological Approach] Spring. 3 credits. Limited to 20 students; not open to freshmen; preference given to juniors and seniors. Offered alternate years. Not offered 1981–82; next offered 1982–83.

M W F 11:15–12:05. A. Davey. An ecological approach is used to examine the resource limitations of families and to study ways to correct imbalances and develop new resources. Special attention is given to the resource problems associated with different family forms at different stages of development. Students may elect a field experience to fulfill part of the course requirements. Suggested for students preparing to work with families in social work, geriatrics, secondary and adult education, and financial counseling.]

[325 Economic Organization of the Household] Spring. 3 credits. Prerequisite: CEH 110 or equivalent. S-U grades optional. Not offered 1981–82; next offered 1982–83.

M W F 9:05. J. Gerner. Theories and empirical evidence about how households spend their resources are used to investigate the ways households alter the amounts and proportions of time and money spent in various activities, their size, and their form in response to changing economic forces.]

330 Personal Financial Management Fall or spring. 3 credits. Limited to 200 students. Preference given to human ecology students; not open to freshmen. S-U grades optional.

Fall: M W F 1:25; J. Robinson. Spring: M W F 10:10; R. Heck.

The study of personal financial management at various income levels and during different stages of the family life cycle. Topics include the use of budgets and record keeping in achieving family economic goals; the role of credit and the need for financial counseling; economic risks and available protection; and alternative forms of saving and investment.

[332 Consumer Decision Making] Spring. 3 credits. Prerequisite: CEH 110 or permission of instructor. Not offered 1981–82; next offered 1982–83.

T R 10:10–11:25. E. S. Maynes.

This course is designed to help students make more effective choices as consumers through an understanding of the economy and the use of relevant economic and statistical principles. The course is normative, stressing how consumers should act in order to achieve their goals.]

341 Fundamentals of Housing Economics

Spring. 3 credits. Prerequisites: CEH 110–111 or equivalent. S-U grades optional. Offered alternate years. Offered 1981–82; next offered 1983–84.

M W F 1:25. M. Johnson.

To give a basic understanding of the structure and operation of the housing market, the economic determinants of housing supply and demand are related to (1) levels of housing consumption and housing standards, (2) the composition of the housing inventory, and (3) levels of and fluctuations in housing production.

348 (248) Housing and Local Government Fall. 3 credits. Prerequisite: CEH 110 or equivalent. S-U grades optional.

T R 10:10–11:25. M. Johnson.

Analysis of state and local government tax, expenditure, and regulatory activities that affect the housing market. Detailed consideration will be given to property taxation, provision of local public goods, zoning, housing and building codes, and other governmental policies that deal with housing and neighborhood environment.

355 Wealth and Income Fall. 3 credits. Open to sophomores, juniors, and seniors. Graduate students may elect to audit and write a research paper for one to two credits under CEH 600. Prerequisites: CEH 110–111 or equivalent. S-U grades optional.

M W F 9:05. W. K. Bryant.

Examination of contemporary economic problems that affect the welfare of families in the United States. Examples are affluence and poverty; monetary and fiscal policies as these affect families; and efficacy of the delivery of public services in the areas of health, education, and subsidized housing. Where relevant, the historical origin of these problems will be studied.

400–401–402 Special Studies for Undergraduates

Fall or spring. Credits to be arranged. S-U grades optional.

Hours to be arranged. Staff.

For advanced, independent study by an individual student or for study on an experimental basis with a group of students in a field of CEH not otherwise provided through course work in the department or elsewhere at the University. Students prepare a multicopy description of the study they want to undertake on forms available from the Counseling Office. This form must be signed by the instructor directing the study and the department chairman and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special studies form to the department chairman is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study:

400 Directed Reading For study that predominantly involves library research and independent reading.

401 Empirical Research For study that predominantly involves data collection and analysis or laboratory or studio projects.

402 Supervised Fieldwork For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

411 Time as a Human Resource Fall. 3 credits. Prerequisites: one course in sociology; one course in microeconomics recommended. S-U grades optional.

T R 8:30–9:55. R. Heck.

A seminar based on historical and contemporary readings. Examines and explores time management concepts and applications. Investigates changes in time use of family members in relation to social change. Explores meanings of market work, household work, and leisure in the context of family choices at different stages of the life cycle. Investigates current research concerning time allocations made by family members to household and market work. Examines use of time as a measure of household activities and production.

[425 Economics of Recreation and Leisure]

Spring. 3 credits. Prerequisite: microeconomics. Recommended: a course in sociology. S-U grades optional. Not offered 1981–82.

T R 8–9:15. W. Gauger.

The course focuses on leisure time use and views recreational activities as consumer goods that are subject to economic decisions on the allocation of time and money. Empirical observations and data are examined for theoretical insights.]

430 The Economics of Consumer Policy Fall. 3 credits. Prerequisites: CEH 110–111, or permission of instructor.

M W F 2:30. Staff.

Students are acquainted with the basic approaches to consumer policy and perform economic analyses of specific consumer policy issues. Consumer sovereignty, the consumer interest, and consumer representation are all dealt with, along with economic analyses of current and enduring consumer policy proposals and programs.

441 Housing and Consumer Credit Finance Spring. 3 credits. Prerequisites: CEH 110–111 and CEH 147. S-U grades optional. Offered alternate years. Offered 1981–82; next offered 1983–84.

T R 10:10–11:25. R. Heck.

Examines the residential and consumer credit financing process, alternative instruments, and sources of credit. Both primary and secondary markets are discussed as well as the impact of legislation on these markets. Also examined are the implications of the financing process for consumers.

443 Sociological Aspects of the Housing Environment Fall. 3 credits. Prerequisite: CEH 147 or CEH 148. S-U grades optional.

T R 10:10–11:25. A. Shlay.

The relationship between housing and social behavior and organization is examined. Levels of analysis include (1) the physical features of housing which influence human behavior and the quality of life, (2) the housing composition of neighborhoods, the congruency between local housing and population composition, patterns of interaction, and the physical dimensions of community, (3) housing as an expression of the chronology of family life, and (4) housing as a bundle of property rights that confer or deny political rights, local stature, and citizenship, and provide more or less control over one's life.

449 Housing Policy and Housing programs Fall. 3 credits. Prerequisites: CEH 111 or equivalent and CEH 147. S-U grades optional.

T R 2:30–3:45. M. Lea.

Critical examination of the development and current condition of federal and selected state housing policies. Beginning with the rationales for governmental housing policy, the course examines the purpose of various housing programs and assesses their operation and potential for continued effective functioning. Topics include public housing, cash-based housing programs, urban renewal, and the operation of the secondary mortgage market. The applications and effects of state and federal housing policies in New York City are addressed.

465 Consumers and the Law Fall. 3 credits. Prerequisite: CEH 111 or equivalent. S-U grades optional.

T R 10:10–11:25. M. Galenson.

The operations of federal agencies and the courts in various consumer areas, including compensation for injury from defective products, deceptive advertising, the Fairness Doctrine in television and radio broadcasting, the regulation of food and pharmaceutical drugs, class actions, fraud, and the proposed consumer protection agency.

472 Community Decision Making Fall. 3 credits. Prerequisite: Government 111 or equivalent. S-U grades optional.

T R 8:30–9:55. A. Hahn.

Identification and discussion of factors that influence the outcomes of community issues. Topics include political participation, decision-making processes, the interests and resources of key decision makers, and community change. Concurrent participation in community activities is desirable but not required.

480 Welfare Economics Fall. 3 or 4 credits. Prerequisite: permission of instructor before advance course enrollment. S-U grades optional.

M W F 9:05. S. Clemhout.

A study of the social desirability of alternative allocation of resources. Topics include Pareto Optimality, external effects on production and consumption with applications to problems of environmental quality, public expenditure decisions, measurement of welfare, and evaluation of relevant public policy issues.

485 Public and Private Decision Making Spring. 3 credits. Prerequisite: an intermediate microeconomic theory course or equivalent. Offered alternate years. Offered 1981–82; next offered 1983–84.

T R 2:30–3:45. M. Lea.

This course focuses on the demand for and provision of public goods and the evaluation of government programs providing such goods. Individual demand for public goods as expressed through voting and other ways that reveal preferences is examined, as is the behavior of bureaucracies and other institutions providing public goods. Cost-benefit analysis as a tool of evaluation is discussed and programs in both the consumer and housing areas are evaluated as case studies.

600 Special Problems for Graduate Students Fall or spring. S-U grades optional.

Hours to be arranged. Staff.

Independent advanced work by graduate students recommended by their chairperson and approved by the head of the department and the instructor.

601 Seminar in Consumer Economics and Housing Fall or spring. 1–3 credits. S-U grades only.

Hours to be arranged. Staff.

Research seminar designed to provide a forum for graduate students in consumer economics and housing to present their own thesis research at an early stage and to provide critical input for other graduate students.

619 Seminar in Family Decision Making Fall. 3 credits. Prerequisites: graduate standing and some background in home or family management. S-U

grades optional. Offered alternate years. Offered 1981-82; next offered 1983-84.

M W F 11:15. A. Davey.

An in-depth study of family decision making based on the several approaches found in the literature of home or family management.

620 Community, Housing, and Local Political Processes Spring. 3 credits. S-U grades optional.

T 1:25-4:25. A. Shlay.

A seminar linking local political processes, housing, and community change. Focus is on the social costs of fiscal and physical planning and the mechanisms producing power differentials through the nexus of property ownership. Values underlying the perceived desirability of particular housing patterns and the construction and implementation of local policies are considered. The prospects and possibilities for eliminating social and spatial barriers that impede local equality are explored.

621 Explorations in Consumer Economics

Spring. 3 credits. Prerequisite: permission of instructor. S-U grades optional. Offered alternate years. Not offered 1981-82; next offered 1982-83.

Hours to be arranged. Staff.

With the guidance of the instructor, students select and investigate independently a substantive current consumer issue. The topic selected must be one that can be studied within both an economic and an institutional framework. Students present status reports to the class regularly for criticism and feedback. A term paper is required.]

626 Economics of Household Behavior I Spring. 3 credits. Prerequisite: Economics 311 or concurrent enrollment in Economics 311. S-U grades optional.

M W F 10:10. W. K. Bryant and J. Gerner.

Introduction at graduate level to theory and empirical research on household demand, consumption, savings, and market work, with implications for current policy issues. Provides introduction to more advanced treatment of market work, household production, and economics of the family presented in CEH 627.

627 Economics of Household Behavior II Fall. 3 credits. S-U grades optional. Prerequisites: Economics 311 and CEH 626.

M W F 10:10. W. K. Bryant and J. Gerner.

Further examination of theoretical and empirical literature concerning market work, household production, and family formation, as well as policies in these areas. Based on introduction provided in CEH 626.

628 Information and Regulation Spring. 3 credits. Prerequisites: CEH 626 or CEH 627.

M W F 9:05. Staff.

A survey of the problems and policies accompanying informational failures and other market failures with regard to consumer well-being. Governmental regulation of products, of producers, of consumers, and of prices is examined. Antitrust activity, disclosure requirements, advertising restrictions, and regulatory agencies are examined in terms of their ability to serve the public interest or to serve special interests. Economic analysis, rather than institutional structure, is emphasized.

630 Family Financial Management Spring. 3 credits. Prerequisites: introductory statistics course and CEH 330 or equivalent. S-U grades optional. Offered alternate years. Not offered 1981-82; next offered 1982-83.

W 2-4:25. R. Heck.

The study of management theory applied to the financial dimension of the household. Resource use is examined, emphasizing financial resources such as income, expenditures, savings, credit, and investments. A critical examination of current theories in the area of management and a survey of literature in the field are included.]

640 Fundamentals of Housing Fall. 3 credits.

Prerequisite: graduate standing or permission of instructor. S-U grades optional.

W 2:30-4:25. P. Chi.

An introductory survey of housing as a field of graduate study. Consideration of the spatial context and institutional setting of housing; the structure and performance of the housing market; housing finance; the house-building industry; the nature and impact of government housing programs; the social and economic effects of housing regulations.

642 Advanced Housing Market Analysis Fall.

3 credits. Prerequisite: Economics 311 or equivalent. S-U grades optional. Offered alternate years. Not offered 1981-82; next offered 1982-83.

R 2:30-5. M. Lea.

The interaction of supply and demand in the housing market studied from a spatial perspective through location theory and the development of metropolitan areas, and from a time perspective involving new construction and residential filtering. Topics studied include both theoretical and empirical location models, empirical housing demand and supply studies, optimum city size, property value and rent determination models and housing discrimination studies.]

648 Demographic Aspects of Housing Spring.

3 credits. S-U grades optional. Prerequisite: graduate standing or permission of instructor. Offered alternate years. Offered 1981-82; next offered 1983-84.

R 2:30-4:25. P. Chi.

The dynamic relationship between population and the housing market. The size and composition of the population, components of population growth, population distribution, and residential location are analyzed in light of the amount and quality of the housing stock. The course uses techniques and models for population and housing projections at both national and subnational levels.

665 Seminar on Consumer Law Problems

Spring. 3 credits. Open to CEH graduate students and to others with permission of instructor. Enrollment limited to 20 students. S-U grades optional. Offered alternate years. Not offered 1981-82; next offered 1982-83.

T 10:10-12:05. Staff.

A study of areas of current interest to consumers involving the law as developed by regulatory commissions and the courts, with emphasis on the institutional and economic background. Encourages critical examination of policy issues and their social and economic effects on families.]

680 Applied Welfare Economics—Policy Issues

Spring. 3 credits. Prerequisite: permission of instructor. S-U grades optional.

M W F 9:05. S. Clemhout.

Topics vary from year to year. The objective of the course is to evaluate the economic impact of various policies in conjunction with the efficiency of existing institutions. Policy issues covered include education (effects of automation and so forth), health, and environmental problems (urban development or transportation, for example). Attention is given to the interrelationship of policy and planning within the larger economic and sociopolitical framework.

697 Seminar Fall or spring. Noncredit course.

M 4-5. Staff.

Planned to orient students to graduate work in the field, to keep students and faculty abreast of new developments and research findings, to acquaint them with topics in related areas, and to examine and discuss problems of the field.

726 Consumption and Demand Analysis Spring.

3 credits. Prerequisite: intermediate economic theory or permission of instructor. S-U grades optional. Offered alternate years. Not offered 1981-82; next offered 1982-83.

M W 1:25-3:20. W. K. Bryant.

Major developments in the theory of household behavior with applications to consumption, saving, physical asset, debt, and liquid asset positions of households; demand and expenditure analyses; economics of consumer information; market work and housework activities of households; economics of household size and form.]

727 Human Capital Fall. 3 credits. Prerequisite: intermediate economic theory or permission of instructor. Recommended but not required: CEH 411. S-U grades optional. Offered alternate years. Not offered 1981-82; next offered 1982-83.

Hours to be arranged. J. Gerner.

This course examines the public sector policies that influence family time-allocation decisions. Particular attention will be given to the time allocated by female family members to nonhousehold activities and how these activities are influenced by outside economic forces and by internal family characteristics.]

740 Seminar in Current Housing Issues Spring.

1-3 credits. Prerequisite: permission of instructor. S-U grades optional. Offered alternate years. Not offered 1981-82; next offered 1982-83.

Hours to be arranged.

Focuses on a selected group of national issues related to housing. The issues evaluated vary from year to year, based on current importance and student interest. When possible, this course presents present or recent research, with emphases on both content and methodology.]

743 Readings in Housing Spring. 2 credits.

Prerequisite: permission of instructor. S-U grades optional.

Hours for discussion of readings to be arranged. Staff.

758 Seminar for Doctoral Candidates Fall.

2 credits. S-U grades optional.

Staff.

Review of critical issues and thought in consumer economics and public policy questions.

899 Master's Thesis and Research Fall or spring.

Prerequisite: permission of the chairperson of graduate committee and the instructor. S-U grades optional.

Graduate faculty.

999 Doctoral Thesis and Research Fall or spring.

Prerequisite: permission of the chairperson of graduate committee and the instructor. S-U grades optional.

Graduate staff.

Design and Environmental Analysis Courses

W. R. Sims, Jr., chairman; M. E. Purchase, graduate faculty representative; G. Atkin, R. Barker, F. D. Becker, M. Boyd, A. Bushnell, C. N. Cawley, C. C. Chu, G. Cukierski, P. Eshelman, C. E. Garner, A. T. Lemley, W. J. McLean, L. Mankowski, G. C. Millican, S. K. Obendorf, E. R. Ostrander, A. Racine, R. Rector, G. Sloan, C. Straight, S. S. Watkins, M. W. White, C. Williams

101 Design I: Fundamentals A Fall or spring.

3 credits. Each section limited to 20 students.

Approximate cost of materials, \$50.

M W 1:25-4:25, or T R 10:10-1:10 or 1:25-4:25.

M. Boyd, C. Straight, C. Williams.

A studio course introducing the fundamental vocabulary and principles of design. Students experiment with the development of form through problem-solving approaches.

102 Design I: Fundamentals B Spring. 3 credits. Each section limited to 20 students. Prerequisite: DEA 101. Approximate cost of materials, \$35.

M W 1:25–4:25, or T R 8–11. M. Boyd, A. Bushnell, C. Straight.

A study of visual organization including problems of color and visual perception. Emphasizes the development of visual sensitivity, imagination, and problem structuring, utilizing simple materials to produce abstract solutions.

111 Theory of Design Spring. 3 credits.

Enrollment limited to 120 students; DEA majors given priority.

T R 10:10–12:05. C. Williams.

Introduction to the field of design for the student in any academic area. The course reviews the spectrum of design activities, examining various movements in the visual arts and differences among designers in philosophical premises, social and functional roles, and cultural positions. Also examined are requirements in the man-made environment as affected by the interaction of people, design, and materials. Lectures and visual material are presented by DEA faculty members and visiting design professionals.

115 Drawing Fall or spring. 3 credits. Each section limited to 25 students. Minimum cost of materials, \$15.

M W 1:25–4:25 or 7:30–10:30 p.m. P. Eshelman, C. Garner, C. Millican.

A studio drawing course. Short demonstrations or lectures on the idea and techniques of drawing are presented every week. The student is introduced to the functions of line, shape, and value as they apply to design. Drawing from the figure and from inanimate objects; perspective; and conceptual drawing are emphasized.

117 Drawing the Clothed Figure Spring. 3 credits. Enrollment limited to 25 students. Prerequisites: DEA 115 or equivalent. Priority given to DEA Option IB and II majors. S-U grades optional. Approximate cost of textbook, \$25; supplies, \$35.

M W 8–11. C. Garner.

Intended to improve the student's ability to illustrate two-dimensionally the interaction of draped fabric and the human form and to develop awareness of clothing as a design medium. Emphasis is on development of techniques and skills in selected media necessary for professional communication of design ideas.

120 Elements of House Design: Technology

Spring. 3 credits.

Hours to be arranged. L. Mankowski.

An introduction to the residential design process. A thorough analysis of the construction techniques and mechanical systems of human habitation. Topics include a historical overview of shelter and architectural styles of the 1900s, site selection and analysis, building materials, structural design, water and waste systems, electrical lighting systems, energy conservation techniques, and contemporary passive solar energy systems. The course ends with a minor design problem intended to integrate technology and the design process.

135 Textiles I Fall. 3 credits. Each lab limited to 20 students. Prerequisite or corequisite: Chemistry 103 or 207. Maximum cost of supplies and textbook, \$30.

Lecs, M W 10:10; lab, T or W 2:30–4:25. R. Barker.

An introduction to the basic properties of textile materials, with consideration of their technology, consumer uses, and economic importance. Behavior of textile materials is observed in a variety of environmental conditions that influence aesthetics, comfort, and performance. This course is designed to provide a basis for further study in textiles, but it also contains sufficiently broad coverage of the subject to be used as an elective course.

145 Apparel Design I Fall or spring. 4 credits.

Each lab section in the fall limited to 25 students; spring lec and lab sections limited to 40 students. Prerequisite: basic sewing skills. Those with formal course work in pattern design may take an exemption exam by contacting instructor the first day of registration. Approximate cost of supplies, \$30 plus fabric for final project.

Fall: lec, T R 1:25; labs, T R 2:30–4:25. Spring:

lecs and labs, M W 7:30–10:30 p.m. A. Racine.

Intensive study of principles and processes of flat pattern design and fitting techniques with emphasis on development of creative expression.

Sewing skills are not taught. For those with limited skills, an autotutorial laboratory must be scheduled concurrently or prior to enrollment. Contact the instructor. Materials for autotutorial laboratories, \$10.

150 Introduction to Human-Environment

Relations Fall. 3 credits. Required for DEA majors.

M W F 12:20–1:10. F. Becker, E. Ostrander, B. Sims, G. Sloan.

An introduction to the influence of the physical environment on human behavior. Topics include environmental influences on social behaviors such as crowding, sense of community, crime, and friendship; environmental needs associated with social characteristics such as different stages in life cycle, life styles, social class, family structures, and handicaps; basic consideration in person-environment fit such as lighting, acoustics, and thermal comfort; an introduction to human factors and systems analysis; the effects of environmental form on perception and cognition; the dynamics of collaboration; user responsive design; the participatory design process; research in programming; and postoccupancy evaluation.

201–202 Design II 201, fall; 202, spring. 6 credits a term. Each section limited to 15 students.

Prerequisites: DEA 101; DEA 115 prerequisite or corequisite with 201; DEA 102 prerequisite or corequisite with 202; or permission of instructor; recommended: DEA 111, 150. Minimum cost of materials, \$60 a semester; shop fee \$10. Additional spring fees: darkroom fee, \$10; optional field trip, approximately \$60.

M W 8–11 and T R 1:25–4:25, or M W 1:25–4:25 and T R 8–11. A. Bushnell and P. Eshelman.

A studio course emphasizing the conceptualization of form as a function of the theory and handling of materials. Included are basic drafting, model building, and presentation drawing. The course is structured around a series of design problems, three to five weeks in length, using wood, plastic, metal, glass, ceramics, concrete, and textiles. Where possible, problems include the handling of the actual materials.

230 Science for Consumers Fall. 3 credits. Each lab limited to 20 students. Not open to students who have taken DEA 434. Prerequisite: high school or college chemistry or physics. S-U grades optional.

Lecs, T R 9:05; lab, W 12:20–2:15.

Principles of science related to consumer problems, such as energy conservation in the home, electricity in dwellings, heat transfer, control of temperature, humidity, sound, and odors in dwellings, mechanics of equipment, chemistry of cleaning agents, and chemical characteristics of surfaces to be cleaned. Particularly valuable for environmental designers and analysts and students planning to work with consumers as teachers, extension workers, home service personnel, or consultants.

232 Science, Technology, and Human Needs

Spring. 3 credits. Prerequisite: high school chemistry or physics. S-U grades optional.

M W F 10:10. A. T. Lemley.

An examination of some underlying scientific principles of today's complex technology, designed to

enable students to identify, understand, and better evaluate current problems that have a basis in the physical sciences and are of concern to society. Some areas to be covered: air and water quality, computers, body chemistry, medicine and drugs, cosmetics, communications, energy, and synthetic materials. Course relates principles of the natural sciences to specific applications that affect people and their environment.

235 Textiles II Spring. 3 credits. Each lab limited to 16 students. Prerequisites: DEA 135 and 2 semesters of chemistry.

Lec, T 9:05; labs, T R 10:10–12:05 or M W 1:25–3:20. S. K. Obendorf.

A study of critical performance characteristics of textiles and the relation of these characteristics to use of textile articles. Emphasis is on comfort, durability, and special performance characteristics. Also included is study of the purposes, scope, and limitations of laboratory textile testing and the relations between laboratory testing and end-use performance.

240 Clothing Through the Life Cycle Spring. 3 credits. Not open to students who have taken DEA 445.

T R 10:10–11:30. S. Watkins.

An introduction to clothing as it affects the physical and psychological well-being of the individual. Emphasis is on the functional aspects of clothing for individuals from infancy through old age and for groups such as the handicapped or those in special occupations. Students explore the resources available to the designer for solving clothing problems.

[245 Dress: A Reflection of American Women's

Roles Fall. 3 credits. Enrollment limited to 40 students. S-U grades optional. Because the class meets only once a week, attendance at each session, especially the first, is extremely important. Not offered 1981–82.

M 7:30–10:30 p.m. A. Racine.

A historical survey of changing patterns of American women's dress from the colonial period to present day, as well as the sociocultural forces that affected women's development within the social class structure. The Cornell costume collection and illustrated lectures are used to develop an awareness of historic costume, while assigned readings focus on expected roles. Students investigate topics dealing with the impact of dress on cultural assimilation of immigrant women in America.]

250 The Environment and Social Behavior Fall. 3 credits. Prerequisite: DEA 150 or permission of instructor.

T R 2:30–4. F. Becker.

A combination seminar and lecture course for students interested in the social sciences or design. Using a series of exercises, students examine and apply the ways environmental form influences social behaviors such as aggression, cooperation, community, and crime, and how characteristics such as stage in life cycle, family structure, and social class influence environmental needs and purposes. The implications for the planning, design, and management of complex environments such as hospitals, schools, and housing are emphasized.

251 Historic Design I: Furniture and Interior Design Fall. 3 credits. Prerequisites: DEA 101 and 111. Recommended sequence: DEA 251, 252, and 353.

M W F 11:15. G. C. Millican.

A study of the patterns of historical development and change in furniture and interiors from man's earliest expressions through the eighteenth century as they reflect the changing cultural framework of Western civilization, excluding America.

252 Historic Design II: Furniture and Interior Design Spring. 3 credits. Prerequisite: DEA 101. Corequisite: DEA 111. Recommended sequence: DEA 251, 252, and 353.

M W F 8. G. C. Millican.
A study of the patterns of historical development and change as revealed through American furniture and interiors, 1650–1885. Design forms are considered individually, collectively, and in their historical context as they express the efforts, values, and ideals of American civilization.

261 Fundamentals of Interior Design Fall. 3 credits. Enrollment limited to 20 students. Prerequisite: DEA 101. Minimum cost of materials, \$30.

T R 1:25–4:25. G. C. Millican.
A studio course that emphasizes the fundamental principles of design applied to the planning of residential interiors and coordinated with family and individual needs. Studio problems explore choices of materials, space planning, selection and arrangement of furniture, lighting, and color. Illustrated lectures, readings, and introductory drafting and rendering techniques are presented.

264 Apparel Design II Fall. 3 credits. Prerequisites: DEA 145 and completion of or concurrent registration in DEA 101 and 135. Recommended: DEA 115 and 240. Apparel design majors should take DEA 264 and DEA 367 in the same academic year. Minimum cost of materials, \$40.

T R 1:25–4:25.
A studio course interrelating two techniques for designing apparel: draping and advanced flat pattern. Problems require the student to make judgments regarding the design process, nature of the materials, body structure, and function.

300 Special Studies for Undergraduates Fall or spring. Credit to be arranged.

Hours to be arranged. Department faculty. Special arrangement for course work to establish equivalency for courses not transferred from a previous major or institution. Students prepare a multicopy description of the study they want to undertake on forms available from the Counseling Office. The form, signed by both the instructor directing the study, and the head of the department, is filed at course registration or during the change-of-registration period.

301–302 Design III 301, fall; 302, spring. 6 credits a term. Prerequisites: DEA 201–202. DEA 302 and DEA 499 may not be taken concurrently. Minimum cost of materials, \$60 a semester.

M T W R 1:25–4:25.
A studio course emphasizing the conceptualization of form as a function of human and social factors. Environmental analysis concepts and techniques are studied to provide design students with enough understanding to begin a behaviorally based design project. Several short-term problems are explored in the fall semester. More complex problems are undertaken in the spring semester.

325 Human Factors—Ergonomics Fall. 3 credits. Recommended: DEA 150.

T R 10:10–11:30. G. Sloan.
Implications of human physical and physiological characteristics and limitations on the design of settings, products, and tasks. An introduction to engineering anthropometry, biomechanics, work physiology, and motor performance. Attention is given to the needs of special populations such as the physically handicapped.

330 Household Equipment Principles Spring. 3 credits. Prerequisites: NS 146 or DEA 135 or DEA 230. S-U grades optional.

M W 2:30–4:25. M. Purchase.
Principles of operation of appliances for food preparation and preservation, cleaning, laundering, temperature and humidity control, and lighting. Use of energy by appliances. Evaluation of features in

relation to their function and cost. Selection, use, and care of household equipment. Individual study related to the student's background and interests.

335 Textiles III: Structure and Properties Spring. 4 credits. Prerequisites: DEA 235; Physics 101, 112, or 207; and Chemistry 253 and 251, or 357–358 and 251.

Lecs, M W F 9:05; lab, T or R 1:25–4:25. C. C. Chu.
An in-depth study of the structure of textile materials and their component parts, from polymer molecules through fibers and yarns to fabrics, and the techniques of controlling structure to achieve desirable end-use properties. Emphasis is on properties important to the consumer, including easy care, elasticity, durability, comfort, and aesthetics. Laboratory experimentation illustrates the important interrelationships among structures and properties of polymers, fibers, yarns, and fabrics.

338 Textiles for Interiors and Exteriors Spring. 3 credits. Prerequisite: DEA 135 or permission of instructor. S-U grades optional.

T R 2:30–4:25. V. White.
This course reviews developments and trends in textiles for the home and for contract interiors. Consideration is given to end-use requirements, performance and test method standards and specifications, and to the environments on which these textiles are used. Field trips are arranged when feasible.

343 Design: Introductory Textile Printing Fall. 3 credits. Each section limited to 15 students. Prerequisites: DEA 101 and at least one other studio design course. Minimum cost of materials, \$50.

M W 1:25–4:25 or T R 10:10–1:10. C. Straight.
A studio design course covering the silk screen method of designing and printing fabric. All projects are printed on fabric using permanent fiber reactive dyes. Projects cover the study of color, and design of surface pattern, texture, and composition for fabrics.

[349 Graphic Design Spring. 3 credits. Enrollment limited to 20 students. Prerequisite: DEA 201 or permission of instructor. Priority given to DEA majors. Approximate cost of materials, \$25. Not offered 1981–82.

M W 7:30–10:30 p.m. M. Boyd.
The fundamentals of lettering, typography, layout, and presentation techniques. Printing processes and the use of photography and illustration also are covered. Consideration is given to graphics in product and interior design, packaging, exhibit design, and informational systems.]

350 Human Factors: The Ambient Environment Spring. 3 credits. Recommended: DEA 150

M W F 12:20. G. Sloan.
An introduction to human factor considerations in lighting, acoustics, noise control, and the thermal environment. The ambient environment is viewed as a support system which should promote human efficiency, productivity, health, and safety. Attention is given to the needs of special populations such as the elderly. Emphasis is placed on the implications for planning, design, and management of settings and facilities.

351 Selected Topics in History of Costume Spring. 3 credits. S-U grades optional. Recommended: courses in history of art or cultural history.

M W 10:10–12:05.
A study of the relationship between costume and culture in selected periods of history from ancient times to the present. History is used as a resource for solving contemporary apparel needs. Lectures and class discussion are illustrated with items from the Cornell Costume Collection.

353 Historic Design III: Contemporary Design Spring. 3 credits. Prerequisite: DEA 101; corequisite: DEA 111. Recommended sequence: DEA 251, 252, and 353.

M W F 10:10. G. C. Millican.

A historical study of the emergence and development of contemporary design, 1885 to present. Examines the social, economic, technical, and stylistic forces that shape the design forms of the present and includes a critical analysis of selected works of furniture, fabrics, and interiors.

361 Residential Design Spring. 3 credits. Prerequisite: DEA 201 or 261, or permission of instructor. Recommended: DEA 135 and 350. Approximate cost of materials, \$30.

T R 8–11. G. C. Millican.
An introduction to residential architectural design. While designing a solution for specific occupant needs, students consider site, orientation, climate, and materials. Drafting work consists of plans, elevations, perspectives, and presentation of solutions. Lectures, discussions, and required readings.

367 Apparel Design III Spring. 4 credits. Prerequisites: DEA 111, 115, 150, 240, and 264. Corequisites: DEA 235 and 117. Apparel design majors should take DEA 264 and DEA 367 in the same academic year. Minimum cost of materials, \$50.

T R 1:25–4:25.
A studio course covering color theory, form study, accessory work, and the use of nontraditional materials for body coverings. Development of the design process as it relates to problem solving is stressed. Problems focus on the aesthetic and functional nature of dress. The Cornell Costume Collection is used for illustration and inspiration.

400–401–402 Special Studies for Undergraduates Fall or spring. Credits to be arranged. S-U grades optional.

Hours to be arranged. Department faculty. For advanced, independent study by an individual student or for study on an experimental basis with a group of students in a field of DEA not otherwise provided through course work in the department or elsewhere at the University. Students prepare a multicopy description of the study they want to undertake on forms available from the Counseling Office. This form must be signed by the instructor directing the study and the department chairman and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period early submission of the special studies form to the department chairman is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study:

400 Directed Readings For study that predominantly involves library research and independent reading.

401 Empirical Research For study that predominantly involves data collection and analysis or laboratory or studio projects.

402 Supervised Fieldwork For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

[430 The Textile and Apparel Industries Fall. 3 credits. Prerequisites: CEH 233, DEA 235, or permission of instructor. Not offered 1981–82.

M W 12:20–2:15.
A critical review of the textile and apparel industries including structure and marketing practices, and government policies that affect industry decisions and operations in such areas as energy, the environment, safety, international trade, and employee benefits and opportunities. The role of trade unions also is explored. A one-day field trip is arranged when feasible.]

[431 The Textile and Apparel Industries—Field Experiences] Second week of January intersession. 1 credit. Prerequisite or corequisite: DEA 430. S-U grades only. Offered alternate years. Not offered 1981–82; next offered 1982–83. Students are responsible for trip expenses, approximately \$175. A one-week field experience in the textile regions of the South. Students have the opportunity to see various textile processes including fiber production, knitting, weaving, dyeing and finishing, and designing. In addition, seminars with executives of each participating firm relate theory to current practice.]

[434 Care of Textiles] Fall. 2 credits. Prerequisite: DEA 235. Not open to students who have taken DEA 230. Offered alternate years. Not offered 1981–82; next offered 1982–83.

W 9:05 and F 9:05–11:00. M. Purchase.
The interaction of textiles with soils and stains, cleaning agents, and laundry equipment. Topics include characteristics of soils, mechanisms for bonding soils to substrates, textile properties and changes related to care processes, functional finishes, wet- and dry-cleaning processes, the supplies and techniques used in cleaning, and instructions for care.]

436 Textiles IV: Textile Chemistry Fall. 4 credits. Prerequisites: DEA 235; Chemistry 253 and 251 or Chemistry 357–358 and 251.

Lecs, T R 10:10; labs, T R 12:20–2:15.
K. Obendorf.
An introduction to the chemistry of the major classes of natural and man-made fibers, including their structure, properties, and reactions. Labs include the qualitative identification of textile fibers and consideration of chemical damage to fabrics, finishes, and dyes.

438 Apparel Textiles Fall. 3 credits. S-U grades optional. Prerequisites: DEA 235 and 264, or permission of instructor.

M W 2:30–4:25. Two-day field trips will be arranged when feasible. V. White.
A study of the interrelationships of aesthetics, fashion and function, and other trade-offs of concern to the consumer. Consideration of the use of standards, specifications, and other means of communication at consumer, government, industry interfaces. Individual or team projects. Seminars and lectures with required readings. Labs include evaluation of apparel.

[439 Textile Materials for Biomedical Use] Fall. 2 credits. S-U grades optional for non-DEA majors. Prerequisites: DEA 135, 235, or permission of instructor. Not offered 1981–82; next offered 1982–83.

T 2:30–4:25. C. C. Chu.
Focuses on chemical and physical properties of textiles and the performance of textile materials (including structures for general hospital use and internal or external body use) clinically and in the laboratory. Typical materials include sutures, surgical dressings, elastic stockings, surgical apparel, and prosthetic materials. The impact of governmental regulations also is examined.]

445 Apparel Design IV: Theory of Functional Clothing Fall. 3 credits. Prerequisite: DEA 367. It may be possible for students outside the major with sufficient background to waive the prerequisite with permission of the instructor.

M W 10:10–11:30. S. Watkins.
Application of theories of physical science to problems in clothing design. Problems require the student to relate three aspects of apparel design: needs and functions of the human body, structural properties of materials, and apparel forms. Information gained from study and testing of textiles and garment forms is applied to the problems of movement, warmth, impact protection in active sports equipment, and other topics related to comfort and function of clothing.

455 Research Methods in Human-Environment Relations Spring. 3 credits. Prerequisite: DEA 150 or permission of instructor. Recommended: a statistics course.

M W F 10:10. E. Ostrander.
The course develops the student's understanding and competence in the use of research and analytical tools to study the relationship between the physical environment and human behavior. Emphasis is placed on selection of appropriate methods for specific problems and the policy implications derived from research. Topics include unobtrusive and obtrusive data collecting tools, the processing of qualitative and quantitative data, and effective communication of empirical research findings.

459 Programming Methods in Design Spring. 3 credits.

T R 10:10–12:05. G. Sloan.
An introduction to environmental programming, with an emphasis on the formulation of system requirements that follow from user characteristics and limitations. Diverse methods for determining the characteristics required of a particular environmental setting (in order that it support the desired behaviors of its users and operators) include systems analysis, behavior circuits approach, behavior settings approach, user characteristics approach. The student's ability to select appropriate methods to suit problems or, when necessary, to devise new methods or techniques is accentuated.

465 Apparel Design V Spring. 3 credits. Prerequisites: DEA 117 and 367 or permission of instructor. Recommended: DEA 102 and 445.

M W 1:25–4:25. A. Racine.
Through studio problems in fashion design, students examine the influence of manufacturing technology and cost of the apparel designer. Lines of garments are developed to various stages, from sketches to finished samples.

499 Design IV Fall or Spring. 1–8 credits. (A 4-credit senior project is required for the DEA option la major. Credits may be taken in 1 or 2 semesters. Students may elect additional credits in DEA 499, up to a total of 8 credits.) Prerequisite: DEA 301–302. DEA 302 and DEA 499 may not be taken concurrently. Minimum cost of materials, \$60.

T R 8–11. A. Bushnell, P. Eshelman, C. Williams, and department faculty.

A senior thesis (essentially a problem-solving experience): the problem area is selected by the student and faculty members.
Most projects will be within product design or interior design. However, other interests may be pursued if the department approves the proposal and if the student can find a DEA instructor who will be responsible for the program.

600 Special Problems for Graduate Students Fall or spring. Credit to be arranged. S-U grades optional.

Hours to be arranged. Department faculty.
Independent, advanced work by graduate students recommended by their chairmen and approved by the head of the department and instructor.

608 Shelter Spring. 3 credits. Undergraduates and non-DEA graduate students must have permission of the instructor. S-U grades optional.

Hours to be arranged. C. Williams.
A combination seminar and lecture course. Historical aspects of housing since World War I: structures and materials, energy constraints; construction and manufacture; cost; physical and psychological human needs; survey of housing patterns.

[621 Textile Fiber Evaluation by Modern Analytical Techniques] Spring. 3 credits.

Prerequisites: DEA 335 or 436 or permission of instructor. S-U grades optional. Offered alternate years. Not offered 1981–82; next offered 1982–83.

M W F 11:15. S. K. Obendorf.

Study of modern analytical methods, including electron spectroscopy, scanning and transmission electron microscopy, X-ray analysis, microprobes, X-ray diffraction, laser Raman spectroscopy, electron spin resonance. Evaluation of the application of these techniques in textile and polymer science. Labs on campus will be visited for demonstrations.]

630 Physical Science in the Home Fall. 2 or 3 credits (3 credits require laboratory attendance). Prerequisite: college chemistry. S-U grades optional. Consult instructor before registering.
Lecs, T R 9:05; lab, W 12:20–2:15. M. Purchase.
Applied physical science for professionals working with consumers and home appliances. Energy conservation is considered, selected principles from physics are applied to household equipment, and the chemistry of cleaning supplies and cleaning processes is studied.

635 Special Topics in Textiles Spring. 3 credits. Prerequisite: DEA 235 and 335, or permission of instructor.

M W F 11:15. C. C. Chu.
Contemporary topics in polymers, fibers, and textiles. Emphasis on chemical, physical, mechanical properties, and environmental effects on these properties. Current research results and research trends also are discussed. Topic changes each year; consult the instructor for more information.

[636 Advanced Textile Chemistry] Spring. 4 credits. Prerequisite: DEA 436. Offered alternate years. Not offered 1981–82.

The chemistry and physiochemical properties of natural and synthetic rubbers, polyurethanes and other elastomeric materials, high-temperature polymers, and inorganic materials used as textile fibers and the relationship between their chemistry and functional properties as textile materials. Other topics will include polymerization processes, textile finishing processes, dyes and dyeing, and degradation of textile materials under environmental conditions.]

637 Seminar: Frontiers in Textiles Fall and spring. 1 credit a term. S-U grades only. Required every semester of all graduate students in textiles. Open to advanced undergraduates who have permission of instructor.

T 4:30–5:45. V. White.
New developments, research findings, and other topics of major concern to the field of textiles are discussed by faculty members, students, and guest speakers from industry, government, and academia. Seminars are of special interest not only to graduate textile students, but to students and faculty members concerned with textile end products, such as apparel, interiors, housing, and industrial applications. Students electing to take the seminar for credit are required to write a paper in their first term, and to present a proposal for independent investigation, in the second term, and to report on their findings their third or fourth term.

639 Mechanics of Fibrous Structures Fall. 3 credits. Prerequisites: DEA 235 or equivalent or permission of instructor. Corequisite: DEA 335. Offered alternate years.

Hours to be arranged. R. Barker.
A study of the pioneering research in the mechanics of textile structures: creep phenomena and the dynamic properties of fibers and yarns, idealized yarn and fabric models and their relationship to research data, special topics in the deformation of yarns and fabrics in tensile, shear, and compression stress, fabric bending and buckling, and the mechanical behavior of nonwoven textile materials.

648 Standards and the Quality of Life Fall. 3 credits. S-U grades optional. Limited to graduate students. Open to advanced undergraduates who have permission of instructor.

Hours to be arranged. V. White.

This course is designed to provide an awareness of the dynamic process of developing standards. What are standards? Who makes them? How do they affect the individual, the nation, business, industry, and government? Consumer product standards as a category will be considered, and both voluntary (such as ISO, ANSI, ASTM) and governmental regulatory procedures in the development of standards are reviewed. The development and use of standards are studied using case histories (for example, solar housing, apparel sizing, textile labeling, meat products, recreation safety). Lectures, discussion, and simulation of a variety of standards development activities give students opportunities to participate in the process. Consideration is given to interactions among government, industry, and consumer groups to the interfaces between voluntary and mandatory standards and between national and international standardization systems.

650 Programming Methods in Design Spring. 4 credits. Recommended: DEA 325, 350, and 455. T R 10:10–12:05, plus hour to be arranged. G. Sloan.

A course intended for the graduate student who wants a more thorough introduction to environmental programming methods than is provided by DEA 459. Each student is required to attend DEA 459 lectures, meet with the instructor and other graduate students for an additional class each week, and do additional readings and projects.

653 Psychology of Office Design Spring. 3 credits. Prerequisite: DEA 250 or permission of instructor.

M W 2:30–4:25. F. Becker.
Intended for students interested in the management and administration of organizations, as well as those interested in their design. Examination of the ways in which office design influences behaviors such as conflict, cooperation, group cohesiveness, feedback, job satisfaction, and effectiveness. The social and organizational impact of new furniture and electronic equipment systems, as well as work done in alternative settings such as the home, also is discussed. Consideration is given to social forces underlying the development of office environments, including office standards and planning processes. Emphasis is on implications for the planning, design, and management of office environments.

655 Dynamics of Collaboration in the Design Process Fall. 3 credits. Prerequisites: Elementary Psychology and DEA 250, 350, and 455.

M W F 11:15. E. Ostrander.
The role of clients, designers, users, and special consultants in working collaboratively to develop physical and social systems for living, working, and recreation. The structuring of group process to maximize effective collaboration. The procedures for collating and integrating behavioral data into formats that nonresearchers can understand as a basis for decision making. Familiarity with interaction process models that can be applied to the special problems of interdisciplinary work with the design and management professions.

656 Research Methods in Human-Environment Relations Spring. 4 credits. Letter grades only. Prerequisites: DEA 150 or permission of instructor. Recommended: a statistics course.

M W F 10:10, plus hour to be arranged. E. Ostrander.
The course develops the graduate student's understanding and competence in the use of research and analytical tools to study the relationship between the physical environment and human behavior. Students attend DEA 455 lectures, but have more extensive readings and projects and meet an additional hour each week.

659 Introduction to Facility Planning and Management Fall or spring. 1 credit. S-U grades only. Recommended every semester for graduate

students majoring and minoring in environmental analysis—human-environment relations.

DEA faculty and guests.
Seminar on current issues and content in the field of facility planning and management. Discussion by faculty members, students, and guests.

660 The Environment and Social Behavior Fall. 4 credits. Prerequisite: DEA 150 or permission of instructor.

T R 2:30–4, plus hour to be arranged. F. Becker.
A combination seminar and lecture course for graduate students with interests in social sciences or design. Graduate students attend DEA 250 lectures, but have more extensive readings and projects and meet an additional hour each week.

899 Master's Thesis and Research Fall or spring. Credits to be arranged. Prerequisite: permission of the chairperson of the graduate committee and the instructor. S-U grades optional.

Hours to be arranged. Department graduate faculty.

Human Development and Family Studies Courses

P. Schoggen, chairperson; H. Ricciuti, graduate faculty representative; M. Basseches, H. T. M. Bayer, W. L. Brittain, U. Bronfenbrenner, J. Brumberg, S. Ceci, M. Cochran, J. Condry, S. Cornelius, J. Doris, G. Elder, H. Feldman, J. Gebhardt, S. Gillis, S. Hamilton, J. Harding, C. Howard, E. Kain, B. Koslowski, L. C. Lee, B. Lust, P. Moen, M. Potts, R. Savin-Williams, L. Semaj, G. Suci, M. Thomas, E. Walker, S. West, P. Ziegler

111 Observation Spring. 3 credits. Not open to first-semester freshmen.

M W F 11:15. P. Schoggen.
An overview of methods of observing people and the settings in which they behave in order to (a) develop observational skills, (b) increase understanding of behavior and its development, and (c) acquaint students with basic methodological concepts underlying the scientific study of behavioral development. Direct experience in applying observational methods in laboratory and real-life settings is emphasized. Discussion groups accompany the observation experience.

115 Human Development: Infancy and Childhood Fall. 3 credits. S-U grades optional.

M W F 11:15. S. Ceci.
Provides a broad overview of theories, research methods, and the status of scientific knowledge about human development from infancy through childhood. Attention is focused on the interplay of psychological factors, interpersonal relationships, social structure, and cultural values in changing behavior and shaping the individual. Special emphasis is given to the social implications of existing knowledge.

116 Human Development: Adolescence and Youth Spring. 4 credits. S-U grades optional.

Lecs, M W 1:25; R sec to be arranged. R. Savin-Williams and M. Basseches.
Provides a broad overview of theories, issues, and research in the study of human development from early adolescence to early adulthood (youth). Attention is focused on the interplay of biological and cognitive factors, interpersonal relationships, social structure, and cultural values in shaping the individual's development. The role of adolescence in both the individual's life course and the evolution of

the culture as a whole also is considered. Familial, peer group, educational, and work contexts for development are discussed.

117 Human Development: Adult Development and Aging Spring. 3 credits. S-U grades optional. M W F 2:30. S. Cornelius.

Provides a general introduction to theories and research in adult development and aging. Psychological, social, and biological changes from youth through late adulthood are discussed. Both individual development within generations and differences among generations are emphasized.

141 Introduction to Expressive Materials Spring. 3 credits. Limited to 18 freshmen and sophomores. T R 2:30–4:25. W. L. Brittain.

Designed to explore the means and materials suitable for creative expression for children of different ages, as well as for adults. Students are expected to acquire competence in evaluating and utilizing various media and understanding the creative process. Experimentation in paint, clay, chalk, crayon, paper, wire, plaster, wood, and other materials.

150 The Family in Modern Society Fall. 3 credits. S-U grades optional.

M W F 1:25. E. Kain.
Contemporary family roles and functions are considered as they appear in United States history, as they change over the life cycle, and as they are influenced by the locales in which families live and the social forces that impinge on them.

[212 Early Adolescence Fall. 3 credits.

Prerequisite: HDFS 116. Strongly recommended: a course in biology. S-U grades optional. Not offered 1981–82.

T R 12:20–2:15. R. Savin-Williams.
Examines the period of the life course during which the biological changes of pubescence occur. The impact of these changes on individual behavior, interpersonal relations with peers and family, the relationship of the individual to society, and individual psychological development in general are explored. The course places heavy emphasis on writing skills (several five-page papers) and critical thinking (critiques of published research).]

218 From Adolescence to Adulthood: Developmental Issues Fall. 3 credits. Prerequisite: HDFS 116. S-U grades optional. Offered alternate years.

T R 2:30–3:45. M. Basseches.
Explores effects on individual and society when many people well beyond puberty are not yet granted full adult status or do not assume typical adult roles and responsibilities (for example, students, transients, people experimenting with alternative life-styles). Considers both the unique developmental potentials and the stresses of youth associated with questioning of what it *means* and what it *takes* to become a full member of adult society. Intimacy, vocational choice, life-style choice, religious and political commitment, moral judgment, intellectual functioning and orientation, self-concept, and authority and dependence relations are treated as developmental and stressful issues of this period, and several of these are examined in depth.

242 Participation with Groups of Children in the Early Years Fall and spring. 4 credits (3 credits with permission of instructor). Limited to 20 students (limit depends on availability of placements and of supervision). Prerequisite: HDFS 115.

Recommended: HDFS 111. S-U grades optional. W 12:20–2:15, plus two half days of fieldwork (for 4 credits) or one half day of fieldwork (for 3 credits). Staff.

A field-based course designed to combine experience in child-care centers with theory and supervision intended to develop the student's ability to understand and relate effectively to young children. Course structure integrates lectures and discussions, workshops, films, projects, reading, writing, and sharing of field experiences. Students are placed in local nursery schools, day-care centers, and Head Start programs.

243 Participation with Groups of Children Ages Six through Twelve Spring. 4 credits (3 credits with permission of instructor). Limited to 20 students (limit depends on availability of placements). Prerequisite: HDFS 115. S-U grades optional.

R 10:10–12:05, plus two half-days of fieldwork (for 4 credits) or one half day (for 3 credits). P. Ziegler. A field study course structured to integrate knowledge from practicum, lectures, discussions, and readings to provide a better understanding of child development in the school setting. Each student will work in one classroom with an experienced teacher.

258 (also Women's Studies and Sociology 238) Historical Development of Women as Professionals, 1800–1980 Fall. 3 credits. S-U grades optional. Human ecology students must register for HDFS 258.

T R 2:30–4. J. Brumberg. The historical evolution of the female professions in America, including midwifery, nursing, teaching, librarianship, prostitution, home economics, and social work. Consideration of history of women in medicine and law as well. Lectures, reading, and discussion are geared to identifying the cultural patterns that fostered the conception of gender-specific work, and the particular historical circumstances that created these different work opportunities. The evolution of "professionalism" and the consequences of professionalism for women, family structure, and American society is also discussed.

270 Atypical Development Spring. 3 credits. Prerequisites: HDFS 115, Psychology 101, or Education 110.

M W F 9:05. S. Ceci. An introduction to the psychology and education of exceptional individuals. Attention is given to the etiology and characteristics of major types of exceptionality, including learning disorders, intellectual giftedness, creativity, perceptual impairments, and the bicultural individual.

300 Special Studies for Undergraduates Fall or spring. Credit to be arranged.

Hours to be arranged. Department faculty. Special arrangement for course work to establish equivalency for courses not transferred from a previous major or institution. Students prepare a multicopy description of the study they want to undertake on forms available from the Counseling Office. The form, signed by both the instructor directing the study and the head of the department, is filed at course registration or during the change-of-registration period.

[302 Family and Community Health Fall or spring. 3 credits. S-U grades optional. Not offered 1981–82.

T R 1:25; sec 1, T 2:30, or sec 2, R 2:30. Staff. This introduction to health science focuses on research and knowledge related to personal, family, and community responsibility for healthful living, disease prevention, and the environmental problems that affect the quality of health throughout the life cycle. Substantive material includes physical, mental, and emotional functioning, chemical alteration of behavior, family health, personal health care, and health in society. Discussion sections deal with decision making and application of theory in health science.]

[307 (also Sociology 307) Collective Behavior and Social Movements Fall. 4 credits. Prerequisite: a course in sociology or another social science. Human ecology students must register for HDFS 307. Not offered 1981–82.

T R 2:30–4. G. Elder. An inquiry into social behavior that breaks with institutionalized or conventional forms, such as acting crowds, riots, social movements, and revolution. Analysis of antecedent conditions, emergent forms, processes, and consequences. Historical and contemporary studies are covered.]

313 Problematic Behavior in Adolescence Spring. 3 credits. Prerequisites: HDFS 116 and one other course on adolescence. Students interested in adding related field experience should register concurrently for HDFS 410 or 411. Offered alternate years.

M W F 1:25. Staff. Focuses primarily on juvenile delinquency and other problems of adolescence such as drug abuse, alcohol, pregnancy, suicide, and other social and personal issues.

315 Human Sexuality: A Psychosocial Perspective Fall and spring. 3 credits. Limited to 500 students. Prerequisites: an introductory course in HDFS, psychology, or sociology (or an equivalent social science course), plus one course in biology. S-U grades optional.

T R 1:25; sec to be arranged. The aim of this course is to delineate the major psychological and sociological components of human sexual attitudes and behavior. Two central themes are addressed: the development of sexual orientation over the life cycle and the evolution of sexual norms and customs within changing social systems. An underlying issue is the role of moral assumptions and contemporary ethics in generating research and theory on human sexuality in the social sciences. Materials are drawn from interdisciplinary sources including biology, history, and anthropology.

333 Cognitive Processes in Development Fall. 3 credits. Prerequisite: HDFS 115 or equivalent.

M W F 11:15. G. Suci. A survey of theories and problems in the development of selected cognitive processes: attention, perception, mediation processes, and language. The focus is on the first two years of life.

338 The Development of Creative Thinking Spring. 3 credits. Prerequisites: HDFS 115, Psychology 101, or Education 110. Not to be taken concurrently with HDFS 141.

M W F 10:10. W. L. Brittain. A study of theories of creativity and a review of the research on creative behavior. Emphasis is on the conditions and antecedents of creative thinking.

342 Models and Settings in Programs for Young Children Fall. 3 credits. Prerequisite: HDFS 115.

T R 12:20–1:35. S. West. Examines the theoretical and philosophical bases and specific implementation of a wide variety of programs (i.e., Montessori, behavioral, Piaget, Bank Street Model). Students are encouraged to develop their own positions in regard to values and psychological theories. Applications of various approaches to programs for children and families with special needs also are studied.

344 Infant Behavior and Development Spring. 3 credits. Prerequisite: HDFS 115 or equivalent.

T R 12:20–1:35. H. Ricciuti. Nature and determinants of major developmental changes in infant behavior from birth to two years. Special attention is directed to the role of major environmental influences on perceptual and cognitive and social and emotional development, and to recent attempts to modify infants' experiences in the interest of facilitating psychological development.

346 The Role and Meaning of Play Spring. 2 credits. Limited to 30 students. Prerequisites: HDFS 111 and 115.

W 7–9 p.m. Staff. The role and meaning of play in the lives of children ages two through seven. Seminar discussions integrate the theoretical literature on play with practical application in a variety of early childhood settings. Special emphasis on ways to facilitate play experiences through the structuring of the environment and the use of materials and equipment. Students explore and construct early childhood materials in workshops.

[347 (also NS 347) Human Growth and Development: Biological and Social Psychological Considerations Spring. 3 credits. Prerequisites: Biological Sciences 101 or 109 or equivalent; HDFS 115 or Psychology 101; and NS 115 or equivalent. Not offered 1981–82.

A review of major patterns of physical growth from the fetal period through adolescence, with consideration given to biological and socioenvironmental determinants of growth, as well as to physical and psychological consequences of variations in growth patterns. Normal patterns of growth are examined, followed by an analysis of major sources of variations in growth (normal and atypical).]

348 Specialized Participation in Preschool Settings Fall and spring. 3 credits. Limited to 10 students. Prerequisites: HDFS 242 and permission of instructor. Prerequisite or corequisite: HDFS 346.

Two half days and an hour staff meeting each week; hours to be arranged. Staff. An advanced supervised fieldwork experience at the Cornell Nursery School. Designed for students who have mastered basic guidance skills with preschool children. The focus is on developing more refined teaching techniques with learning materials.

352 Contemporary Family Forms in the United States Spring. 3 credits. S-U grades optional.

R 2–4:25 plus case study. L. Semaj. Variations in family formation, organization, and functioning are investigated with an emphasis on research findings about each of the family types. Family forms range from the rural communal to the more contemporary urban family. The functions of each family form are considered as they apply to the individual, the family, and to the society.

354 The Family in Cross-cultural Perspective Spring. 3 credits. Prerequisites: HDFS 115 or 116, Psychology 101 or Education 110, and HDFS 150 or Rural Sociology 100, or equivalent. S-U grades optional.

M W F 10:10. E. Kain. The sociological study of families from a comparative perspective, looking at similarities and differences across cultures and across ethnic groups. A major focus is on the interdependence of the family system and social institutions.

358 Theories of Adult Interpersonal Relationships Fall. 3 credits. S-U grades optional.

R 2–4:25. H. Feldman. Selective theories of the basic disciplines in social psychology, sociology, and psychology are reviewed and their pertinence to understanding of adulthood examined. Students generate hypotheses about these theories and test one of them through either a library or empirical paper. A journal is kept to interrelate the concepts and to suggest practical applications.

359 (also Sociology 359 and Women's Studies 357) American Families in Historical Perspective Spring. 3 credits. S-U grades optional. Prerequisites: HDFS 150 or one 200-level social science or history course. Human ecology students must register for HDFS 359.

T R 2:30–4. J. Brumberg.

This course provides an introduction and overview of problems and issues in the historical literature on American families and the family life cycle. Reading and lectures demonstrate the pattern of American family experience in past time, focusing on class, ethnicity, sex, and region as important variables. Analysis of the private world of the family deals with changing cultural conceptions of sexuality, sex roles, generational relationships, stages of life, and life events. Students are required to do a major research paper on the history of their family, covering at least two generations, and demonstrating their ability to integrate life-course development theory, data drawn from the social sciences, and historical circumstances.

[360 Personality Development in Childhood Fall. 3 credits. Prerequisites: HDFS 115 or Psychology 101, plus one other course in HDFS or psychology. Not offered 1981-82.

M W F 10:10. L. C. Lee.
Study of relevant theoretical approaches to and empirical findings regarding the development of the child's personality. The influence of parents and other environmental factors on the child are examined. Topics covered include attachment, autonomy, identification, moral development, and social behavior.]

361 The Development of Social Behavior Spring. 3 credits. Limited to 100 students. Prerequisite: HDFS 115 or Psychology 128.

M W F 10:10. J. Condry.
Issues in the development of social behavior are viewed from the perspective of theory and research. An attempt is made to apply our understanding of social behavior to education, childbearing, and group behavior. Likely topics include bases of social behavior in early childhood, the role of peers, the development of aggressive behavior, the development and functioning of attitude and value systems, conformity and deviation, and the function and limits of experimental research in the study of social development.

365 The Study of Lives Fall. 3 credits. Prerequisites: HDFS 115, 116, and 270 or equivalent.

M W F 9:05. J. Harding.
The study of personality development through the analysis of individual life histories. Biological, sociological, and psychodynamic influences are given approximately equal emphasis. There is extensive discussion of the development of motives, decision making, and personal relationships. The term paper is a psychological analysis of a specific individual based on a published biography or autobiography.

371 Behavioral Disorders of Childhood Spring. 3 credits. Prerequisites: Psychology 101 or Education 110, and a course in personality development (such as HDFS 270 or an equivalent).

M W F 12:20. E. Walker.
Considers the psychological disorders of childhood ranging from transient adjustment reactions to psychoses. The disorders will be studied in view of theories regarding etiology, treatment, and primary prevention.

[372 Intellectual Deviations in Development Fall. 3 credits. Prerequisites: HDFS 115 and a course about personality. Not offered 1981-82.

M W F 12:20. S. Ceci.
Major forms of organic and familial retardation, perceptual and motor handicaps, and learning disabilities are considered with reference to problems of development, prevention, and remediation.]

380 Aging in America Spring. 2 credits. Prerequisite: one social science course.

M W 9:05. J. Harding.
This course is a general introduction to social gerontology in America. Some attention is given to biological and psychological aspects of aging and considerable attention is paid to such problems as occupational retirement, bereavement, and the

decline of physical health. The course also surveys social planning for the elderly and the provision of special medical, economic, and social services.

[397 Experimental Child Psychology Fall. 4 credits. Prerequisites: one course in statistics and permission of instructor. Intended primarily for students interested in entering graduate programs involving further research training. Offered alternate years. Not offered 1981-82.

T R 10:10-11:40; lab to be arranged.
L. C. Lee.
A study of experimental methodology in research with children. Includes lectures, discussions, and practicum experiences covering general experimental design, statistics, and styles and strategies of working with children.]

398 Junior Honors Seminar Spring. 1-3 credits. Permission of the director of the honors program required for registration. Limited to students in the honors program.

Hours to be arranged. Staff.
Reports and discussion of selected thesis topics by honors students.

400-401-402-403 Special Studies for Undergraduates Fall or spring. Credits to be arranged. S-U grades optional.

Hours to be arranged. Department faculty.
For advanced, independent study by an individual student or for study on an experimental basis with a group of students in a field of HDFS not otherwise provided through course work in the department or elsewhere at the University. Students prepare a multipoint description of the study they want to undertake on forms available from the Counseling Office. This form must be signed by the instructor directing the study and the department chairman and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special studies form to the department chairman is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study:

400 Directed Readings For study that predominantly involves library research and independent study.

401 Empirical Research For study that predominantly involves data collection and analysis or laboratory or studio projects.

402 Supervised Fieldwork For study that involves both responsible participation in a community setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

403 Teaching Apprenticeship For study that includes assisting faculty with instruction.

410 Field Experience in Adolescent Development: The Individual in Community Settings Fall. 1-9 credits. Prerequisite: permission of instructor.

M 7:30 p.m. C. Howard.
Designed to give students experience in various settings (such as social, legal, educational, and helping agencies) working with typical and atypical adolescents. 410 focuses on the individual in community settings while 411 examines social policy toward youth.

411 Field Experience in Adolescent Development: Social Policy Toward Youth Spring. 3-9 credits. Enrollment limited by availability of fieldwork placements. Prerequisite or corequisite: HDFS 313 or HDFS 414, a skills training course or equivalent experience, and permission of instructor. S-U grades optional.

Lec, M 7:30 p.m., plus field study, C. Howard.
See description above.

414 Policies and Programs for Adolescents Spring. 3 credits. Prerequisites: HDFS 116, and HDFS 212 or 218, or permission of the instructor. S-U grades optional. Offered alternate years.

T R 2:30-4. S. Hamilton.
Plans and practices intended to foster adolescent development are examined in the light of needs identified by theory and research. The key question is how societal and governmental institutions support or hinder the transition of adolescence to adulthood. Current issues such as secondary school reform, youth employment, and teenage pregnancy provide focal points for examining actual and proposed policies and programs.

[418 Work and Human Development Fall. 3 credits. S-U grades optional. Prerequisites: background in adolescent and adult development or work-related courses, and permission of instructor. Offered alternate years. Not offered 1981-82.

M 7:30. M. Basseches.
Explores the usefulness of developmental theory as a basis for enhancing understanding of the nature and meaning of work for both adolescents and adults. In exploring the workplace as a context for human development, the course addresses itself to problems of vocational training and counseling, of workplace reorganization, and of improving the quality of working life.]

431 Learning in Children Fall. 4 credits.

Prerequisite: HDFS 115 or equivalent.
W 12:20-2:15; field experience to be individually arranged. M. Potts.

Consideration of the theoretical and research literature in processes of learning. Includes the interrelations of learning and development, and learning and intelligence; examines theories and models of learning, as well as variables that affect the learning process. Application is made to the assessment of cognitive and social learning through laboratory and fieldwork.

[432 Intellectual Development and Education Spring. 3 credits. Prerequisite: HDFS 115 or equivalent. Not offered 1981-82.

T R 2:30. M. Potts.
This course defines basic cognitive processes that underlie education (e.g., linguistic processes that underlie language comprehension and production; numerical processes that underlie mathematics; reasoning processes that underlie logical inference, classification, and seriation); and review basic and current research on the development and learning of these processes in young children. In addition, the course considers the implications of theories of development to various approaches to education. (For example, the relevance of Piagetian developmental theory to standard and alternative education models.)]

434 Piaget's Theory of Cognitive Development Spring. 4 credits. Open to undergraduate and graduate students. Prerequisite: HDFS 115 or equivalent. S-U grades optional. Offered alternate years.

Lees, M W F 1:25-2:15. B. Lust.
This introduction to Piaget's theory of intellectual development is intended to provide students with a basic and critical knowledge of Piaget's theory of intelligence. The course reviews Genevan research on object permanence, the development of logic, number, classification, and seriation, and formal operations of scientific thinking. Research on representation, through mental imagery and language, for example, are also discussed, as are current attempts to extend Piagetian theory to educational practice. Related research in these areas also is considered briefly.

[436 (also Psychology 436) Language Development Spring. 4 credits. Prerequisites: at least one course in developmental psychology, cognitive psychology, cognitive development, or

linguistics. Recommended: a course in linguistics. Not offered 1981–82.

T R 10:10–12:05. B. Lust.

A survey of basic literature in language development. Major theoretical positions in the field are considered in the light of studies in first language acquisition of phonology, syntax, and semantics from infancy on. The acquisition of communication systems in nonhuman species such as chimpanzees are addressed, but major emphasis is on the child. The fundamental issue of relationships between language and cognition also are discussed.]

437 Creative Expression and Child Growth Fall. 4 credits. Limited to 25 students.

T R 10:10–11:30. Saturday mornings should be free to provide time for participation with children. L. Brittain.

Aimed at an appreciation and understanding of the creative process in art, music, dance, and drama in relation to the development of children.

441 The Development of the Black Child Fall. 4 credits. Limited to juniors, seniors, graduate students, and students who have permission of the instructor. Prerequisite: HDFS 115 or equivalent. S-U grades optional.

T R 12:20–2:15. L. Semaj.

This course provides: (a) comprehensive understanding of the development of black children independent of the comparative or deficit models; (b) a critical evaluation of theories and methods which have been used in the past; (c) an introduction to proactive ways of conceptualizing the development of black children in the United States, the Caribbean, and Africa within a cultural context. Topics include physiological, psychomotor, and cognitive development; intelligence; language; personal and extended identity; and alternative models for socialization.

451 Innovative Programs of Parent Intervention and Community Action Spring. 3 credits. Limited to 10 students. Permission of the instructor required before course enrollment.

T 2:30–4:25. Additional laboratory and field experiences to be individually arranged. H. Bayer. Emphasis on the theoretical bases and the empirical consequences of programs intended to change styles of parental behavior, whether by manipulation of individual action or of societal alternatives. Consideration of parent intervention and social action.

456 Families and Social Policy Fall. 3–4 credits. Prerequisite: one course in the area of the family or in sociology. S-U grades optional.

T R 10:10–11:40. P. Moen.

An examination of the intended and unintended family consequences of governmental policies using case studies in areas such as social welfare, day care, and employment. The policy implications of changes in the structure and composition of families are also considered.

[470 Field Experience in Atypical Development] Fall. 1–3 credits. Limited to students concurrently registered in HDFS 371 or 372. S-U grades only. Not offered 1981–82. Staff.]

483 Development in Context Fall. 3 credits. Open to juniors, seniors, and graduate students. Prerequisites: one course in statistics and two courses in social sciences; or one in human biology and one in social sciences.

M W F 11:15. U. Bronfenbrenner.

The course presents a systematic examination of existing research on human development throughout the life span in the actual environments in which people live. Attention is focused on the interplay between biological and environmental influences. These influences derive both from the immediate settings containing the developing person and the larger cultural and historical context in which they are embedded. Implications are drawn for public policy and practice.

490 Historical Roots of Modern Psychology

Spring. 4 credits. Prerequisites: 3 courses in the behavioral sciences or permission of instructor. Students who are registered in a college offering this course must register for the course through their own college.

M W F 12:20–1:10. Staff.

A survey of the major historical antecedents of contemporary psychology, including the philosophical tradition (from Aristotle through the Enlightenment), the medical-therapeutic tradition, and the rise of modern science and experimental psychology. Scholars from throughout the University give presentations in their own specialties. Students do concentrated work in their own areas of interest.

499 Senior Honors Thesis Fall or spring. Credit to be arranged. Prerequisite: permission of thesis adviser and director of honors program. S-U grades optional.

Department faculty.

Topics Courses

Fall or spring. 2–4 credits. Prerequisites and enrollment limits vary with topic being considered in any particular term. Permission of the instructor required.

Hours to be arranged. Department faculty.

This series of courses provides an opportunity for advanced undergraduates to explore an issue, theme, or body of research in the areas of departmental concentration. Topics vary each time the course is offered. Descriptions are available at the time of course registration. Although the courses are usually taught as seminars, a subject may occasionally lend itself to lecture, practicum, or other format.

415 Topics in Adolescent Development

435 Topics in Cognitive Development

455 Topics in Early Childhood Education and Development

455 Topics in Family Studies

465 Topics in Social and Personality Development

475 Topics in Atypical Development

485 Topics in the Ecology of Human Development

The Graduate Program

Human development and family studies graduate courses are open to undergraduates only with instructor's permission.

Methodology Courses

601 Research Design and Methodology Spring. 3 credits.

T R 10:10–12:05. Staff.

The seminar consists of three components: (1) discussion of representative literature on problems of research design, methodology, and data collection; (2) analysis of methodological issues involved in empirical studies employing different kinds of research designs and methods, both in laboratory and field settings; and (3) a practicum in which students formulate research designs for their own problems, to be evaluated and criticized at each stage of development and pretesting.

[602 Research Design and Data Analysis] Fall. 3 credits. Prerequisite: HDFS 601. Not offered 1981–82.

Hours to be arranged. Department faculty.

Students carry out research projects designed in HDFS 601. While working with individual faculty members on these projects, the seminar meets as a group to review and criticize progress reports of each

other's research. The seminar also discusses, through appropriate literature, problems involved in data analysis, interpretation, explanation, causal imputation, and writing research findings in publishable form.]

General Courses

[603 Development in Context] Fall. 3 credits. Not offered 1981–82.

T R 2:30–4:25. U. Bronfenbrenner.

This seminar examines issues of theory, substance, and research design related to human development in the actual contexts in which people live. Emphasis is placed on the interaction of processes (biological, psychological, and social) and social systems in the course of development in a variety of settings. The seminar is recommended for graduate students entering the field.]

617 Adolescence Fall. 3 credits.

W 1:25–4:25. M. Basseches.

Critical examination of some seminal theoretical writings on adolescent development, along with recent work relevant to intellectual development, ego development, and social development during late adolescence. Three approaches to human development that have stressed the importance of adolescence—psychoanalysis, structural developmental theory, and critical social theory—are interrelated. Empirical research on specific questions chosen by students is considered in the light of these approaches.

631 Cognitive Development Spring. 3 credits.

T R 2:30–4. B. Koslowski.

Overview of current research and theoretical issues in cognitive development with special emphasis on the sorts of areas relevant to real world (as opposed to laboratory) behavior and on the sorts of cognitive phenomena that can be detected by human observers (rather than phenomena that can be detected only with the aid of technical equipment).

640 Infancy Fall. 3 credits.

R 10:10–12:35. H. Ricciuti.

Critical review of major issues of contemporary concern in the field of infant behavior and development, based on readings of selected research papers and review articles. The overall intent is to develop an analytic understanding of where the field stands at present with respect to various topical issues and to identify directions for future research.

[641 Early Childhood Education] Fall. 3 credits. Not offered 1981–82.

M 12:20–2:15. M. Potts.

Survey of major issues in the theoretical and research literature of early childhood education.]

650 Contemporary Family Theory and Research Fall. 3 credits.

Lecs, M W 9:05; secs, M W 10:10. E. Kain.

The uses of sociological theories and research in the study of the family are studied with particular reference to the relationship between the family and society and between the family and its individual members.

660 Personality and Socialization Fall. 3 credits.

W 2:30–4:25. J. Condry.

Major issues in personality development and socialization, with special emphasis on theoretical models and empirical issues.

670 Atypical Development Fall. 3 credits.

Prerequisites: undergraduate course in abnormal psychology or psychopathology.

W 1:25–4:25. E. Walker.

Overview of current theories and empirical research on functional and organically based psychological disorders. Topic areas to be covered include autism, schizophrenia, neuroses, and personality disorders. Focus is on developmental aspects of abnormal behavior.

686 (also Sociology 658) History and the Life

Course Spring. 3 credits. S-U grades optional. Enrollment limited to 15. Prerequisites: permission of instructor. Human ecology students must register for HDFS 686.

An introduction to the life course as a theoretical orientation, methodology, and field of study. Special emphasis is devoted to multidisciplinary convergence on life-course problems, to theory and research on the interaction of social, psychological, and biological processes from birth to death; and to historical influences.

691 Research Practicum in the Ecology of

Human Development Fall and spring. 3–4 credits. Open to graduate students and upperclass students by permission of the instructor.

Hours to be arranged. U. Bronfenbrenner, M. Cochran, W. Cross.

Students have the opportunity to participate in various phases of an ongoing five-nation study on the impact of family support systems on family function and the development of the child.

Topical Seminars

Seminars, offered irregularly, with changing topics and instructors. Content, hours, credit, and instructors to be announced. Seminars offer concentrated study of specific theoretical and research issues.

618 Seminar in Adolescence Topics include peer relations, parent-teen relationships, self-esteem, youth and history, work, and moral development.

633 Seminar on Language Development Topics include acquisition of meaning in infancy, precursors of language in early infancy, and atypical language development.

635 Seminar in Cognitive Development Topics include early attention, perception, memory, and communication. Assessment and intervention in relation to these processes will be considered when possible.

645 Seminar on Infancy Topics covered in depth include the role of emotions in early development, infant stimulation and early experience, and the assessment of infant developmental competencies.

646 Seminar in Early Childhood Education

Topics include analysis of models and settings, design of assessment techniques, program evaluation, and early childhood in a cross-cultural context.

655 Seminar in Family Studies Topics include the sociology of marital status, the single-parent family, work-family linkages, women and work, and families and social change.

665 Seminar in Personality and Social

Development Focuses on selected issues related to personality and social development. The issues selected vary each year according to current importance in the field and student interests.

675 Seminar in Atypical Development Topics include learning disabilities, therapeutic interventions in atypical development, child abuse and maltreatment, and family factors in the etiology of functional disorders.

685 Seminar in Human Development and Family

Studies Topics include development of self-concept, sex-role identity, observational methods, and interviews in developmental research.

690 Seminar on Ecology of Human

Development Topics include the institutional setting as a determinant of behavior, the poor family, and the identification and measurement of ecological variables.

Individualized Special Instruction**700–706 Special Studies for Graduate Students**

Fall or spring. Credits and hours to be arranged. S-U grades at discretion of instructor.

Department faculty.

Independent, advanced work by graduate students recommended by their special committee chairman with approval of the instructor.

700 Directed Readings For study that predominantly involves library research and independent study.

701 Empirical Research For study that predominantly involves collection and analysis of research data.

702 Practicum For study that predominantly involves field experience in community settings.

703 Teaching Assistantship For students assisting faculty with instruction. Does not apply to work for which students receive financial compensation.

704 Research Assistantship For students assisting faculty with research. Does not apply to work for which students receive financial compensation.

705 Extension Assistantship For students assisting faculty with extension activities. Does not apply to work for which students receive financial compensation.

706 Supervised Teaching For advanced students who assume major responsibility for teaching a course. Supervision by a faculty member is required.

899 Master's Thesis and Research Fall or spring. Credit to be arranged. S-U grades only. Prerequisite: permission of thesis adviser.

Department graduate faculty.

999 Doctoral Thesis and Research Fall or spring. Credit to be arranged. S-U grades only. Prerequisite: permission of thesis adviser.

Department graduate faculty.

Human Services Studies Courses

I. Lazar, chairman; M. Minot, graduate faculty representative; J. Allen, R. J. Babcock, D. J. Barr, H. Burris, E. Conway, A. Davey, D. Deshler, J. L. Ford, A. Hahn, C. C. McClintock, B. J. Mueller, L. A. Noble, C. Reed, C. Shapiro, L. Street, D. Tobias, B. L. Yerka, M. Zober, J. Ziegler

202 Structure of Community Services Fall or spring. 3 credits.

M W F 9:05. D. Deshler.

A lecture and discussion course designed as an introduction to the community base of services. The presence or absence of educational, social, and planning services, as well as their place and performance, are examined in the context of theoretical and empirical community dimensions. Examples of such dimensions include community complexity, differentiation, modernity, ethnicity, and community role.

203 Groups and Organizations Fall or spring. 3 credits.

M W F 10:10. R. Babcock.

A basic course in the social psychology of small groups and human service organizations. Study of group processes includes self-perception and interpersonal perception of roles, norms, communication, power, and leadership. Students apply what has been learned about small groups to the study of issues in human service organizations

(for example, goals, evaluation, structure, technology, relationships between organizations and clients, environment, and change).

246 Ecological Determinants of Behavior Fall. 3 credits. Preference given to HSS Option II students. Prerequisites: introductory sociology and psychology, a human development course, and permission of instructor.

M W 2:30–3:45. D. Ritchie.

Biological, psychological, and social determinants of human behavior presented from the perspective of social-work practice. Social role analysis, with emphasis on coping, mastery, and conflict resolution. A life-span perspective on individual and family developmental tasks, with emphasis on human diversity.

292 Research Design and Analysis Fall or spring. 3 credits. Limited to 50 students. Prerequisite: a basic course in psychology or sociology.

T R 2:30–3:45. W. Trochim, H. Nelson. Students should develop skill in analyzing and evaluating research reports. Readings and periodic assignments and exercises focus on stating hypotheses, designing studies to test hypotheses, measuring variables, and interpreting findings. The major project is a research paper that is critiqued before the final draft is submitted.

300 Special Studies for Undergraduates Fall or spring. Credit to be arranged.

Hours to be arranged. Department faculty. Special arrangement for course work to establish equivalency for training in a previous major or institution. Students prepare a multicopy description of the study they want to undertake on forms available from the Counseling Office. This form, signed by both the instructor directing the study and the head of the department, should be filed at course registration or during the change-of-registration period.

325 Health-Care Services and the Consumer

Spring. 3 credits. S-U grades optional. Limited to 40 juniors and seniors.

Hours to be arranged. A. Eggleston.

Developments in the health field that affect the availability and kinds of health services. Emphasis is placed on interrelationships between institutions and agencies and the part each can play in prevention, diagnosis, and treatment of disease and disability.

330 Ecology and Epidemiology of Health

Fall. 3 credits. S-U grades optional.

Hours to be arranged. A. Eggleston.

Ecological and epidemiological approaches to the problems of achieving human health within the physical, social, and mental environment. The course introduces epidemiological methods to the student and surveys the epidemiology of specific diseases.

339 Ecological Approach to Instructional

Strategies Fall or spring. 3 credits. Should be taken after or concurrently with Educational Psychology.

T R 12:20–2:15. A. McLennan.

This laboratory course provides theoretical frameworks for observation, analysis, and practice of various teaching behaviors and their effects on learners. Similarities and differences in teaching youths and adults are explored and the influence of the setting are considered. Students select age groups and settings in the community in which to use process skills, teaching and interaction strategies. To facilitate learning, these are videotaped and critiqued. Observations of schools or community learning activities is arranged.

340 Clinical Analysis of Teaching

Fall or spring. 1 credit. HSS majors in Option I have priority. Open only to students who entered the program before fall 1980. Permission of instructor required.

T 12:20–2:15 plus additional hours to be arranged. Staff.

A laboratory course that provides students with theoretical frameworks for observation, analysis, and practice of various teaching behaviors and their effects on learners. Course content includes analysis of verbal and nonverbal behaviors, patterns of verbal interaction, motivational techniques and planning and teaching for cognitive, affective, and psychomotor learning. Opportunity for observation, practice, self-evaluation, and improvement of various skills and strategies is provided in microteaching laboratories where students teach brief lessons to small groups in various community settings.

370 Social Welfare as a Social Institution Fall. 3 credits. Limited to HSS social-work students or those who have permission of instructor. Prerequisite: HSS 202 or permission of instructor.
M W F 9:05. J. Allen.

A philosophical and historical introduction to social welfare services. The course reviews the social contexts from which programs and the profession of social work have evolved. It discusses the political and ideological processes through which public policy is formed and how policies are translated into social welfare programs. Basic issues in welfare are discussed in the context of present program designs, public concerns, and the interrelationships and support of services in the community.

400-401-402 Special Studies for Undergraduates Fall or spring. Credit to be arranged. S-U grades optional. Limited to HSS, interdepartmental, and independent majors.

Hours to be arranged. Department faculty. For independent study by an individual student in advanced work in a field of HSS not otherwise provided in the department at the University, or for study on an experimental basis with a group of students in advanced work not otherwise provided in the department or at the University. Students prepare a multicopy description of the study they want to undertake on forms available from the Counseling Office. This form must be signed by the instructor directing the study and the department chairman and filed at course registration or within the change-of-registration period after registration. To ensure review before the close of the course registration or change-of-registration period, early submission of the special studies form to the chairman is necessary. Students, in consultation with their supervisor, should register for one of the following subdivisions of independent study.

400 Directed Readings For study that predominantly involves library research and independent readings.

401 Empirical Research For study that predominantly involves data collection and analysis or laboratory or studio projects.

402 Supervised Fieldwork For study that predominantly involves both responsible participation in a community or classroom setting and reflection on that experience through discussion, reading, and writing. Academic credit is awarded for this integration of theory and practice.

411 Introduction to Adult Education Fall or spring. 3 credits. Limited to 45 students. Preference given to HSS majors. S-U grades optional.
T R 10:10-12:05. H. Burris.

Focuses on the broad aspects of adult education, scope and history of adult education programs, philosophy and principles, perspective of the adult learner, media and methods of instruction, and program development. Opportunities are provided for observation of adult education programs in community organizations and agencies.

[413 The Adult Learner in Microperspective] Fall. 3 credits. Not offered 1981-82; next offered 1982-83.
This research course examines a full range of adult learning activities by conducting in-depth interviews

with selected adult learners. The interests, motivations, needs, and special problems of adult learners are considered in relationship to adult learning theory. Skills in conducting interviews, analyzing qualitative data, and in presenting findings are developed.]

414 Practicum Fall or spring. 6 credits. Sec A limited to HSS Option I or III majors who have completed the prerequisites planned with their adviser; sec B limited to Interdepartmental Option I majors. Prerequisite: permission of the option adviser and agency field preceptor.
Department faculty.

An opportunity for a student to assume a professional role and responsibilities under the guidance of a preceptor in a community service organization. Conferences involving the student, field preceptor, and college supervisor are arranged in a block, scheduled throughout the semester, or completed in the summer session, depending on the nature and location of the student's fieldwork.

415 The Adult Learner in Macroperspective Fall. 3 credits.
W 7:30-10:30 p.m. D. Deshler.

Focuses on the variety of adult education programs in countries around the world. Literature on comparative adult education, international conferences on adult education, UNESCO adult education publications, and international community development are analyzed in relationship to each student's exploration of adult education in a single country. Description of adult education in other countries is shared by international students.

[416 The Helping Relationship] Fall. 3 credits. Each section limited to 20 students. S-U grades optional.

T 10:10-12:05; R 10:10-12:05; R 2:30-4:25.
D. Barr.
The first half of the course concentrates on theory, research, and experimental exercises in interpersonal relationships. The second half focuses on ecological aspects of the helping relationship. The course is designed on the assumption that feelings and ideas can and should be taught together.]

439 Program Planning in Community and Family Life Education Spring. 3 credits.
M W F 9:05. M. Minot.

Students analyze factors that influence program planning and change and apply principles of program development to plan for and with groups or individuals in programs with different purposes and organizational structures. Plans should reflect a knowledge of clients; issues in the problem area; regulatory and legislative constraints; the philosophy of the specific program, organization, and of education; the psychology of learning; inter- and intra-organizational structures and cooperation; human and fiscal resources; and evaluation planning.

440 Program Planning Spring. 2 credits. Open only to students who entered the program before fall 1980. Prerequisite: permission of instructor. Teaching majors in Option I should schedule this course prior to HSS 441-442.

T R 8; students must save a block of approximately three hours (between 9 a.m. and 3 p.m.) during the week for observing or participating in educational programs, unless the program meets in the evening. M. Minot.

The student analyzes the factors that influence program planning and change and apply principles of program development to planning for a group or individuals in programs with different purposes and organizational structures. Plans should reflect a knowledge of clients, societal trends, issues in the problem area, the philosophy of the specific program and of education, the psychology of learning, and organizational structures. Plans are critiqued by a panel of professionals.

441 The Art of Teaching Fall; weeks 1-7. 2 credits. Prerequisites: HSS 340 and HSS 440. To be taken concurrently with HSS 442 and HSS 443. May involve some expense for field visits.

T R 10:10-12:05; plus additional hours arranged during the week of independent study following student teaching. E. Conway.

An orientation for the student teaching practicum. Major topics interrelated are: classroom atmosphere, discipline, and management; evaluation of the teaching-learning processes in relation to personal goals and unit objectives; philosophy, creativity, and teaching techniques; professionalism. Selected materials for the student teaching practicum are developed.

442 Teaching Internship Fall; student teaching full-time weeks 8-14. 6 credits. Prerequisite: HSS 440. To be taken concurrently with HSS 441 and HSS 443. Transportation and off-campus living costs need to be planned for in advance. Living arrangements are determined by the student; expenses may or may not be more than on campus depending on choices made.

M. Minot, E. Conway, A. McLennan.
Guided student teaching experience with student assigned to cooperating public schools. Student teachers are required to live in the school communities and work under the guidance of local teachers and department faculty. Cooperating schools are located in different types of communities, represent a variety of organizational structures, and have comprehensive programs. Students should indicate their intent as early as possible to facilitate communication and scheduling.

443 Critical Issues in Education Fall; weeks 1-7. 2 credits. Limited to 25 students; priority given to HSS Option I students. No students are admitted to the class after the first session. S-U grades optional except for HSS Option I students.

F 12:20-2:15. R. Babcock.
An examination of current issues in education. Analysis of historical, philosophical, social, and political factors that affect these issues.

444 Career Environmental and Individual Development Spring; weeks 1-7. 2 credits. Limited to 25 students. S-U grades optional. No students are admitted to the class after the first session.

F 12:20-2:15. R. Babcock.
An analysis of how work, jobs, and careers relate to and shape the behavior of individuals. Topics include theories of occupational choice, job satisfaction, structure of the labor force, manpower projection, and career planning. The course provides opportunities for students to examine their own vocational aspirations. Emphasis is on how the helping professional deals with clients or students in preparing for, adjusting to, and maintaining jobs and careers.

446 Teaching for Reading Competence: A Content Area Approach Fall. 2 or 3 credits. S-U grades optional.

M 7:30-9:30 p.m. E. Conway.
The teaching of reading through various content areas. Intended for future educators and community service professionals as well as those already working in these fields. The course focuses on (1) the need for improvement in reading, (2) evaluation of reading materials, (3) teaching of reading skills basic to various content areas, and (4) development of materials to be used in a setting appropriate for the student. Opportunity to use the materials in a field setting, formal or informal, may be arranged if desired. If fieldwork is selected, the cost of transportation to the field setting is provided by the student.

452 Advanced Field Experience in Community and Family Life Education Spring. 2-6 credits. Enrollment limited by availability of field placements. Prerequisites vary depending on the field placement;

however, one of the following is required: HSS 339, 411, 446, 439, or 471-472; or Education 311. Permission of instructor required. Because field placements take time to arrange, it is important to contact instructor well in advance of course registration. S-U grades optional. Transportation to field sites must be provided by the student.

W 3:35 plus hours to be arranged for fieldwork.
E. Conway.

Direct intervention with individuals, families, or groups in the community. Students design and implement or assess an educational program within the framework of the referring agency, government, or business setting. Some examples of projects undertaken are: teaching parenting skills to handicapped adults, developing preschool programs, teaching nutrition through school lunch programs, implementing and evaluating programs for the elderly, developing educational materials for specific organizations, working with Cooperative Extension programs, working with handicapped students, working with social service agencies. The seminar assists students in synthesizing and integrating field experience with theory.

471-472 Social Work Practice I and II

Introduction to concepts and methods used in a generalist task-centered model of social work practice. Examination of the values and ethics of professional practice. Microcounseling skills are taught using role playing and video feedback. Class content is integrated with concurrent supervised fieldwork. Placements are made in social agencies in Tompkins, Tioga, Chemung, Cortland, Broome, and Schuyler counties. Students are encouraged to provide their own transportation, but car pools will be arranged for those who cannot. The department reimburses transportation costs when funds are available, but students may have to pay their own expenses. Each student must have a current driver's license.

471 Social Work Practice I Fall. 9 credits. Limited to 25 social work students. Prerequisites: introductory psychology, introductory sociology, one course in human development, grades of C+ or better in HSS 246 and HSS 370, and permission of instructor before registration.

Lecs, M W 10:10-12:05; fieldwork, T R for 8 hours.
Sec 1, C. Shapiro; sec 2, J. Ang.

472 Social Work Practice II Spring. 9 credits.

Limited to 25 social work students. Prerequisite: grade of B- or better in HSS 471.

M W 10:10-12:05; fieldwork, T R for 8 hours. Sec 1, C. Shapiro; sec 2, J. Ang.

473 Senior Seminar in Social Work Spring.

3 credits. Prerequisites: HSS 471-472. (HSS 472 may be taken concurrently.)

M 2:30-3:45; W 2:30-3:20. J. Mueller and staff. Building on the junior-year practice courses, this seminar will integrate intermediate-level theory and practice content and examine recurring themes in professional practice.

474 Program Development in Social Services

Fall. 3 credits. Preference given to social work students. Prerequisite: permission of instructor before course registration. Social work students should take this course concurrently with HSS 471.

M W 3:35-4:50. Staff.

This seminar is coordinated with HSS 471, Social Work Practice I, and teaches program development in the fields in which students have their placements.

475 Social Policy Spring. 3 credits. Prerequisites:

HSS 370 or Government 111 or Sociology 141. S-U grades optional. Students should have field or work experience in a human service program before or while taking this course.

M W F 9:05. J. Allen.

An examination of the policymaking process and the significance of national policies as they affect the distribution of social services. Frameworks for

analyzing social policy are used to evaluate existing social programs and service delivery systems. Implications for change in policies at the national, state, and local levels are discussed.

The Graduate Program

Human service studies graduate courses are open to undergraduates only with the instructor's permission.

The courses listed below will be taught regularly (annually or in alternate years).

600 Special Problems for Graduate Students

Fall or spring. Credits to be arranged. For students recommended by their chairperson and approved by the instructor in charge for independent, advanced work. S-U grades optional.

Department faculty.

[601 Introduction to Human Service Studies Fall.

3 credits. Not offered 1981-82; next offered 1982-83.

Hours to be arranged. Staff.

The major topics dealt with, though not necessarily in a set order, are: program evaluation and evaluative research, program planning and development, and higher education in human services. Emphasis is placed on current viewpoints and related lines of research in each topic area, and particularly in interrelationships among the areas.]

650 Teaching Human Services in Higher Education

Fall. 3 credits. S-U grades optional.

M W 11:15 plus 1 hour to be arranged. M. Minot.

Basic strategies for planning and implementing instruction in human services in higher education. Types of issues examined by researchers include variables involved in modes of learning, structure of content, and instructional settings. Emphasizes conceptualizing the teaching-learning process. Students are expected to develop instructional plans related to interests in the human services and to develop a repertoire of teaching skills through professional sequences in microteaching or classroom teaching or both.

651 Adult Development and the Provision of Human Services

Spring. 3 credits. S-U grades optional.

W 7:30-10:30 p.m. D. Deshler.

Provides a survey of theories of adult development. Forces affecting the various periods, stages, passages, life tasks, or roles related to the adult's life cycle are examined. Biological factors, interpersonal relationships, social and cultural influences, and historical events are examined in relationship to perspectives on adult development. Opportunity for an empirical investigation of an adult population is provided. Implications from theories and student-collected data are examined in relationship to the provision of human services programs.

652 Preparing Professionals in the Human Services

Spring. 3 credits. S-U grades optional.

M W F 11:15. M. Minot.

The student analyzes the assumptions and concepts that underlie preprofessional and continuing professional education for volunteers, paraprofessionals, and professionals in the human services (for example, adult and continuing education, health, home economics, and social work education). A variety of preservice and in-service programs will be analyzed in terms of goals, means of implementation, and evaluation. Factors that influence programs are examined, including educational setting, licensure, accreditation, legislation, evaluation of performance. Students have opportunities to participate in educational programs in human service professions and community education. Students may develop or modify a model for providing professional education at the preservice or in-service levels.

653 Consulting and Supervisory Roles in Human Services

Fall. 3 credits. S-U grades optional.

W 1:25-4:25. C. Shapiro.

Analysis of theories and practices of consulting and supervision and their application in higher education and in human service agencies at the national, state, and local levels. Students make observations and apply consulting and supervisory skills in settings related to their professional goals.

[654 Administration of Human Service Programs in Higher Education

Fall. 3 credits. S-U grades optional. Not offered 1981-82; next offered 1982-83.

Issues that confront administrators of higher education and continuing professional education in the human services are analyzed: policy in higher education, student selection and retention, program development, program evaluation, accreditation, finance, professional staff development. Issues are developed by resource persons in higher education.]

660 Public Policy and Program Planning in Human Services

Fall. 3 credits. S-U grades optional.

M W 12:20-1:35. J. Allen.

A review of public policy process in education, health, and social welfare services as it pertains to program development. The course includes (1) the history, definitions, and boundaries of the policy process, (2) the relationships of the policy process to political economy, social structure, intergovernmental relations, and cultural values and beliefs, (3) theories of planning and program development in human services, (4) the role of evaluation in program planning and implementation with special emphasis on monitoring and feedback of effects into the policy and planning process, (5) selected current issues in policy and planning processes such as regulatory and legislative constraints, the respective roles of clients or consumers and professional planners and providers, problems and prospects in the coordination among the various human services.

661 Designing and Implementing Human Service Programs

Spring. 3 credits. S-U grades optional.

M 2:30-4:30; W 2:30-3:30. I. Lazar.

A review of issues in the translation of research, resources, and policy in education, health, and social welfare services into programs for service to communities and individuals. The course includes issues in need analysis, organizational structure, staffing, budget preparation, fund raising, and community auspice development, as well as internally based program evaluation, administration, and change in the context of design and implementation.

664 The Intergovernmental System and Human Service Program Planning

Fall. 3 credits. S-U grades optional.

T R 3:35-5. A. Hahn, J. Ziegler.

An in-depth review of intergovernmental systems in America and their relevance to the formulation of human service policy and programs. Issues of decision making, fiscal arrangements, and public and private sector interactions are explored as they are affected by intergovernmental relationships. The course provides students with an analytic framework for understanding these and other issues that review the relationships within and between various governmental levels.

690 Measurement for Program Evaluation and Research

Fall. 3 credits.

T R 10:10-11:25. H. Nelson.

This course reviews measurement theory and its application to the evaluation of human service programs. Topics include validity, reliability, scaling methods, basic principles of instrument design, methods of data collection including interviewing strategies, testing, self-report, observation and content analysis, and data coding. Attention is given to issues such as ethical and managerial concerns that arise in applied settings.

691 Program Evaluation and Research Design Spring. 3 credits.

T R 2:30–3:45. C. Shapiro.

Introduction to the theory of research design and its application to the evaluation of human service programs. Major topics include experimental, quasi-experimental, cross-sectional, and exploratory research designs; basic sampling theory; and the use of qualitative and quantitative methods. Attention is given to issues that arise in the application of research designs to the evaluation of programs, including problems of randomization, causal inference, replication, and utilization of results. Skills covered include stating and testing hypothesis, critical analysis of research reports, and development of a research proposal.

692–693 Program Evaluation in Theory and Practice 692, fall; 693, spring. 6 credits.

Prerequisites for 692: HSS 690 and 691, or permission of instructor. Prerequisite for 693: 692. Students must register for both semesters.

T 9:05–12:05. W. Trochim.

A two-semester practicum in which the class conducts a program evaluation in the human services. Students are involved in all phases of the evaluation from design through the production and dissemination of a final report. Emphasis is on research methods in the social sciences. Application of skills developed in prerequisite courses is stressed (for example, planning and managing the evaluation, ethics, methods of data collection, data processing, and strategies for analysis and feedback of results). Metaevaluation is a theme throughout and is applied in two ways: (1) an examination of the costs of the evaluation, relationship of costs to data quality, and decision making on allocation of resources among the various facets of the evaluation process; (2) a review of alternatives to primary evaluation with an emphasis on methods for secondary analysis of existing data. The discussion of secondary analysis includes attention to designs for aggregating data versus findings; acquiring, documenting, and manipulating data sets; and the development of program evaluation archives.

695 Strategies for Policy and Program

Evaluation Fall. 3 credits. Prerequisites: HSS 690 and 694 or equivalent. Not offered 1981–82; next offered 1982–83.

This course examines methods of analysis that are designed to influence policy and program decisions. Cases that are reviewed represent quantitative and qualitative research, historical research, cost accounting and administrative review strategies, peer review, adversary proceedings, and legislative analysis. Perspectives for understanding the pros and cons of each approach are drawn from the following topics: history of the interdependence of social science and public policy, influence of various institutional settings on the performance of policy and program analysis, and research on the use and impact of policy and program analysis.]

696 Qualitative Methods for Program Evaluation Spring. 3 credits. Prerequisites: HSS 690 and 694 or equivalent.

M W F 10:10. L. Street.

This course explores the issues related to qualitative research methodology and the evaluation of human service programs. Topics include the underlying epistemological assumptions, questions of entry into setting, data collection, data analysis, confidentiality of participants, and the ethics of qualitative research approaches. It is the aim of the course to delineate those settings and researchable questions where such a methodology is or is not appropriate, as well as the benefits and limitations inherent in employing it.

704–705 Internship in Human Service Studies Fall, spring or summer. 1–15 credits. S-U grades optional.

Hours to be arranged. Graduate faculty.

Internship placement in human services is determined by availability and students' academic and professional goals. Opportunities are available in public and private human service organizations at the national, state, and local level in positions consistent with student needs and desires. The duration of an internship is negotiated between the student and the agency, while course credit and residence units are arranged between the student and the special committee.

[790 Seminar in Evaluation Spring. 3 credits. S-U grades optional. Not offered 1981–82; next offered 1982–83.

Intended for students with competence in program planning and program evaluation (equivalent to at least one course of the HSS 660 series and three of the HSS 690 series) plus statistics through multiple regression. The seminar focuses on analysis and appraisal of current literature on program evaluation and evaluative research, with emphasis on design and measurement concerns. Attention is given to two or more service areas (education, health, social welfare) and to applications across these areas.]

899 Master's Thesis and Research Fall and spring. Credit to be arranged. Prerequisite:

permission of the chairperson of the graduate committee and the instructor. S-U grades optional.

Hours to be arranged. Department graduate faculty.

999 Doctoral Thesis and Research Fall and spring. Credit to be arranged. Prerequisite:

permission of the chairperson of the graduate committee and the instructor. S-U grades optional.

Hours to be arranged. Department graduate faculty.

Topical Seminars and Practicums

Seminars and practicums, offered irregularly, based on faculty and student interest, with changing topics and instructors. Content, time, credits, and instructors to be announced. Seminars and practicums offer concentrated study in a specific human service area or in the education, planning, or evaluation processes within human services.

610 Seminar in Adult and Community Education

Topics include citizen participation, educational outreach for adults, postsecondary education, and cross-cultural programs.

611 Seminar in Home Economics Education

Topics include history and philosophy, legislation and policy, research, ecological approaches to programming, and secondary education programs.

612 Seminar in Social Welfare Services

Topics include services to children, aging, families, income-maintenance programs and reforms, corrections.

613 Seminar in Health and Mental Health

Services Topics include alcohol and drug problems, developments in health and mental health policy and planning, community mental health services.

658 Practicum in Higher Education in Human

Services Activities include college teaching, in-service education, and other efforts related to the preparation of professionals in the human services.

659 Seminar in Higher Education in Human

Services Topics include professional versus agency belief systems, teacher education, developments in higher education in the human services. Two or more human services are examined.

668 Practicum in Program Planning and

Development Activities include preparing plans, organizational change, developing resources and community support.

669 Seminar in Program Planning and

Development Topics include microlevel program planning, third sector organizations, intergovernmental influences on program planning, policy formation, program implementation, and mainstreaming. Two or more human services are examined.

698 Practicum in Program Evaluation and

Evaluative Research Activities include performing policy and agency evaluations, needs assessments, and research studies related to evaluation of programs.

699 Seminar in Program Evaluation and

Evaluative Research Topics include sunset legislation, planning for evaluation, utilization, methodological and conceptual developments, social science, and public policy. Two or more human services are examined.

Continuing Education for Professionals

These courses are not a part of the department's regular graduate offerings but are designed to provide continuing education for professionals through the Extramural Division.

503 Groups and Organizations Spring. 3 credits.

Registration through the Division of Extramural Courses only.

Hours to be arranged. Staff.

A course in the social psychology of small groups and human service organizations. Study of group processes includes self-perception and interpersonal perception roles, norms, communication, power, and leadership. Students apply what has been learned about small groups to the study of issues in human service organizations.

507–508 Professional Improvement I and II Fall,

spring, or summer. Variable credit. Enrollment is determined by various factors including nature of content, funding, resources, facilities, and instructor. S-U grades optional. Intended for extramural (evening) and off-campus instruction. May be repeated with the permission of the instructor.

A series of special problem seminars, classes, and activities designed for in-service and continuing education of practitioners in helping professions, such as home economics teachers, social workers, public health planners, adult educators. Specific content of each course varies with group being served but includes work and class time appropriate to number of credits.

529 Research Design and Analysis Fall.

3 credits. Registration through the Division of Extramural Courses only.

Hours to be arranged. Staff.

Students should develop skill in analyzing and evaluating research reports. Readings, exercises, and periodic assignments focus on stating hypotheses, designing studies to test hypotheses, measuring variables, and interpreting findings.

537 Social Welfare as a Social Institution Fall.

3 credits. Registration through the Division of Extramural Courses only.

Hours to be arranged. Staff.

A philosophical and historical introduction to social welfare services. The course reviews the social contexts from which programs and the profession of social work have evolved. It discusses the political and ideological processes through which public policy is formed and how policies are translated into social programs. Basic issues in welfare are discussed in the context of present program design, public concerns, and the interrelationships and support of services in the community.

546 Ecological Determinants of Behavior Fall. 3 credits. Registration through the Division of Extramural Courses only.

Hours to be arranged. P. Grote.

An introductory course concerning the identification of some major determinants of human behavior and their interaction. Students examine (through readings, papers, and discussion) different "ecological perspectives" of behavior and attempt to integrate these perspectives into a human services framework. For example, the implications of an ecological perspective for the planning and delivery of services are emphasized.

574 Program Development in Social Services

Spring. 3 credits. Registration through the Division of Extramural Courses only.

Hours to be arranged. Staff.

Deals with program development in the fields in which students are or will be working.

575 Organization and Structure for Delivery of Social Services Spring. 3 credits. Registration through the Division of Extramural Courses only.

Hours to be arranged. Staff.

A framework for assessing and understanding the range of issues posed in the current organization and delivery of various social services. Concepts of social policy analysis are used to evaluate different social service systems, new models of service delivery being developed, and proposals for change being made at national, state, and local levels. Students should have some form of field or work experience in human services prior to or concurrent with this course.

Faculty Roster

- Allen, Josephine A., Ph.D., U. of Michigan. Asst. Prof., Human Service Studies
- Anderson, Carol L., Ph.D., Iowa State U. Assoc. Prof., Human Development and Family Studies
- Babcock, Robert J., Ed.D., Cornell U. Assoc. Prof., Human Service Studies
- Barker, Roger L., Ph.D., Clemson U. Asst. Prof., Design and Environmental Analysis
- Barr, Donald J., Ph.D., Indiana U. Assoc. Prof., Human Service Studies
- Basseches, Michael A., Ph.D., Harvard U. Asst. Prof., Human Development and Family Studies
- Bayer, Helen T., Ph.D., Cornell U. Prof., Human Development and Family Studies
- Becker, Franklin D., Ph.D., U. of California at Davis. Assoc. Prof., Design and Environmental Analysis
- Biesdorf, Heinz B., Ph.D., U. of Innsbruck. Prof., Consumer Economics and Housing
- Blackwell, Sara E., Ph.D., U. of Minnesota. Prof., Human Service Studies
- Boegly, Carolyn, M.S., U. of Wisconsin. Assoc. Prof., Cooperative Extension
- Boyd, D. Michael, B.A., U. of North Iowa. Assoc. Prof., Design and Environmental Analysis
- Brittain, W. Lambert, Ed.D., Penn State U. Prof., Human Development and Family Studies
- Bronfenbrenner, Urie, Ph.D., U. of Michigan. Jacob Gould Schurman Professor, Human Development and Family Studies
- Brumberg, Joan J., Ph.D., U. of Virginia. Asst. Prof., Human Development and Family Studies
- Bryant, W. Keith, Ph.D., Michigan State U. Prof., Consumer Economics and Housing
- Burris, Helen W., Ph.D., Iowa State U. Asst. Prof., Human Service Studies
- Bushnell, Allen R., M.F.A., Cranbrook Acad. of Art. Assoc. Prof., Design and Environmental Analysis
- Cawley, Charles, Ph.D., U. of Texas at Dallas. Asst. Prof., Design and Environmental Analysis
- Ceci, Stephen J., Ph.D., U. of Exeter (England). Asst. Prof., Human Development and Family Studies
- Chi, Peter S., Ph.D., Brown U. Assoc. Prof., Consumer Economics and Housing
- Chu, Chih-Chang, Ph.D., Florida State U. Asst. Prof., Design and Environmental Analysis
- Clemhout, Simone, Ph.D., Massachusetts Inst. of Technology. Assoc. Prof., Consumer Economics and Housing
- Cochran, Moncrieff M., Ph.D., U. of Michigan. Assoc. Prof., Human Development and Family Studies
- Condry, John C., Jr., Ph.D., U. of California at Los Angeles. Assoc. Prof., Human Development and Family Studies
- Cornelius, Steven W., Ph.D., Pennsylvania State U., Asst. Prof. Human Development and Family Studies
- Davey, Alice J., Ph.D., Michigan State U. Assoc. Prof., Consumer Economics and Housing
- Deshler, John D., Ed.D., U. of California at Los Angeles. Asst. Prof., Human Service Studies
- Doris, John L., Ph.D., Yale U. Prof., Human Development and Family Studies
- Elder, Glenn H., Ph.D., U. of Chicago. Prof., Human Development and Family Studies
- Eshelman, Paul E., M.F.A., U. of Illinois. Asst. Prof., Design and Environmental Analysis
- Ford, John L., Ph.D., U. of Michigan. Asst. Prof., Human Service Studies
- Galenson, Marjorie, Ph.D., U. of California at Berkeley. Assoc. Prof., Consumer Economics and Housing
- Garner, Clark E., M.F.A., U. of Kansas. Assoc. Prof., Design and Environmental Analysis
- Gerner, Jennifer L., Ph.D., U. of Wisconsin. Assoc. Prof., Consumer Economics and Housing
- Hahn, Alan J., Ph.D., Indiana U. Assoc. Prof., Human Service Studies
- Hall, Bruce F., Ph.D., U. of California at Berkeley. Asst. Prof., Consumer Economics and Housing
- Hamilton, Stephen F., Ed.D., Harvard U. Asst. Prof., Human Development and Family Studies
- Harding, John S., Ph.D., Harvard U. Prof., Human Development and Family Studies
- Heck, Ramona, Ph.D., Purdue U. Asst. Prof., Consumer Economics and Housing
- Johnson, Michael S., Ph.D., U. of North Carolina. Asst. Prof., Consumer Economics and Housing
- Kain, Edward L., Ph.D., U. of North Carolina. Asst. Prof., Human Development and Family Studies
- Koslowski, Barbara, Ed.D., Harvard U. Assoc. Prof., Human Development and Family Studies
- Lazar, Irving, Ph.D., Columbia U. Prof., Human Service Studies
- Lea, Michael J., Ph.D., U. of North Carolina. Asst. Prof., Consumer Economics and Housing
- Lee, Lee C., Ph.D., Ohio State U. Assoc. Prof., Human Development and Family Studies
- Lemley, Ann T., Ph.D., Cornell U. Asst. Prof., Design and Environmental Analysis
- Lust, Barbara C., Ph.D., City U. of New York. Asst. Prof., Human Development and Family Studies
- McClintock, Charles C., Ph.D., SUNY at Buffalo. Assoc. Prof., Human Service Studies
- McLean, W. Jean, M.S., Michigan State U. Prof., Design and Environmental Analysis
- McLennan, Claire A., Ph.D., Texas Tech U. Asst. Prof., Human Service Studies
- Mankowski, Leonard E., M.A., Cornell U., Asst. Prof., Design and Environmental Analysis
- Maynes, E. Scott, Ph.D., U. of Michigan. Prof., Consumer Economics and Housing
- Millican, G. Cory, M.F.A., U. of Florida. Assoc. Prof., Design and Environmental Analysis
- Minot, Marion, Ph.D., Cornell U. Prof., Human Service Studies
- Moen, Phyllis, Ph.D., U. of Minnesota. Asst. Prof., Human Development and Family Studies
- Mueller-Lazar, B. Jeanne, Ph.D., U. of Wisconsin. Prof., Human Service Studies
- Nelson, Helen Y., Ph.D., U. of Minnesota. Prof., Human Service Studies
- Noble, Lucinda A., Ph.D., U. of North Carolina. Prof., Human Service Studies
- Obendorf, Sharon, Ph.D., Cornell U. Assoc. Prof., Design and Environmental Analysis
- Ostrander, Edward R., Ph.D., U. of Illinois. Assoc. Prof., Design and Environmental Analysis
- Potts, Marion, Ph.D., Penn State U. Assoc. Prof., Human Development and Family Studies
- Purchase, Mary E., Ph.D., Iowa State U. Prof., Design and Environmental Analysis
- Riccuiti, Henry N., Ph.D., Fordham U. Prof., Human Development and Family Studies
- Saltford, Nancy C., Ph.D., Purdue U. Assoc. Prof., Design and Environmental Analysis
- Samson, Ethel W., M.A., Columbia U. Assoc. Prof., Cooperative Extension
- Savin-Williams, Richard C., Ph.D., U. of Chicago. Asst. Prof., Human Development and Family Studies
- Schoggen, Phil, Ph.D., U. of Kansas. Prof., Human Development and Family Studies
- Semaj, Leahcim T., Ph.D., Rutgers U. Asst. Prof., Human Development and Family Studies
- Shapiro, Constance H., Ph.D., Cornell U. Asst. Prof., Human Service Studies
- Shlay, Anne B., Ph.D., U. of Massachusetts. Asst. Prof., Consumer Economics and Housing
- Sims, William R., Ph.D., Massachusetts Inst. of Technology. Prof., Design and Environmental Analysis
- Sloan, Gary D., Ph.D., North Carolina State U. Asst. Prof., Design and Environmental Analysis
- Straight, Clara J., M.F.A., U. of Colorado. Prof., Design and Environmental Analysis
- Street, Lloyd C., Ph.D., U. of California at Berkeley. Assoc. Prof., Human Service Studies
- Suci, George J., Ph.D., U. of Illinois. Prof., Human Development and Family Studies
- Trochim, William M. K., Ph.D., Northwestern U. Asst. Prof., Human Service Studies
- Walker, Elaine, Ph.D., U. of Missouri. Asst. Prof., Human Development and Family Studies
- Watkins, Susan M., M.S., Pennsylvania State U. Assoc. Prof., Design and Environmental Analysis
- White, M. Vivian, Ph.D., U. of Leeds. Assoc. Prof., Design and Environmental Analysis
- Wiegand, Elizabeth, Ph.D., Cornell U. Prof., Consumer Economics and Housing
- Williams, Christopher G., Ph.D., Union Grad. School, Antioch. Assoc. Prof., Design and Environmental Analysis
- Yerka, Bettie L., Ph.D., Syracuse U. Assoc. Prof., Human Service Studies
- Ziegler, Jerome M., M.A., U. of Chicago. Prof., Human Service Studies
- Zober, Mark, Ph.D., Brandeis U. Asst. Prof., Human Service Studies